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Education as a Governmental Function

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A Year of the New World

Summer Schools: Summer Travel

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Growth and Development of the Child	131	Raubenheimer
Educational Guidance and Counselling in Elementary Schools	133	Clark
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Organization and Administration of Vocational Education	143	Hauck
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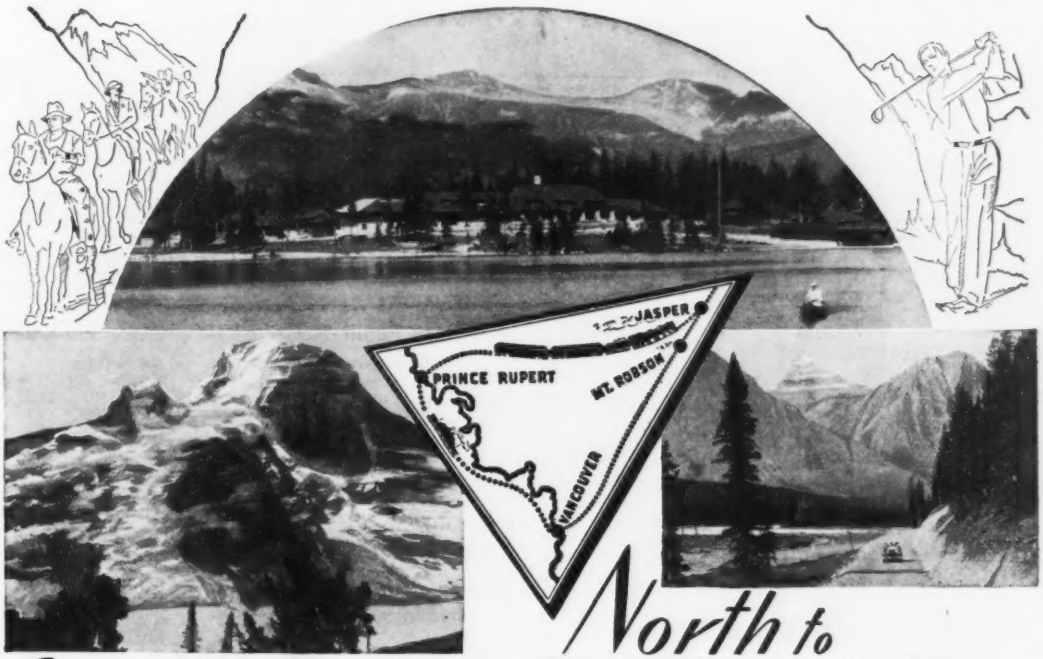
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Complete new Schedules for the Summer Quarter, listing the entire curriculum and full information regarding registration and credit,

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North to Canada's Rockies--The Triangle Tour and JASPER National PARK

—where summer's heat is tempered by glacier-cooled breezes—where you breathe mountain air laden with the perfume of spruce—where you can play golf on a championship course in a mountain setting—where you can ride trail and "rough it," or enjoy the quiet refinement of delightful Jasper Park Lodge. (Accommodation 650 guests. Open June 23-Sept. 15.)

Swim in a heated open-air pool beside shimmering, colorful Lac Beauvert—motor over good roads through broad valleys—climb mountains—fish for speckled and rainbow trout. A vacation at Jasper National Park means all this—and more. Beyond Jasper see Mt. Robson—monarch of the Canadian Rockies—marvel at peak on peak, valleys, canyons, glaciers and gorges, waterfalls and mighty rivers—there is a thrilling, awe-inspiring scene at every turn.

Make this your summer vacation and include the famous Triangle Tour—Victoria and Vancouver, the 600-mile cruise of the Inside Passage, Prince Rupert, Kitwanga with its Totem Poles, the Skeena, Bulkley Gate—other interesting spots. Or, perhaps, on to Alaska by Canadian National steamer—to Skagway, Juneau, Taku Glacier—the gold country and the "Trail of '98". All these alluring spots make a vacation in Western Canada worth while.

Eastern Canada also offers many attractions to the vacationist seeking new scenes.

Prepaid 7-day Stopover at Jasper Park Lodge **$47.50** Including room and meals

Low summer fares. Write or call at any Canadian National office for booklets descriptive of Jasper National Park, the Canadian Rockies, Alaska and Eastern Canada.

Jasper Golf Week and Totem Pole Tournament, September 1st to 7th inclusive.

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Roy W. Cloud.....State Executive Secretary
Vaughan MacCaughey, Editor

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The tour especially arranged for Teachers, Students and Professional people which leaves Los Angeles June 24th for 23 days of wonderful sightseeing, seems to have the right appeal as the group is being made up very rapidly. If you intend taking advantage of this wonderful opportunity to see Mexico, and see it right, under the personal direction of our Mr. A. H. Blackiston, who is recognized as one of the leading authorities on the country, you had best not delay registering.....We do not plan for large groups, as it is impossible to properly care for a group of over 25 or 30.....Send for descriptive folder and itinerary. The tour will be of 23 days' duration, and while it is in every way a De Luxe tour, we have made the price as low as we possibly can considering the service to be given.

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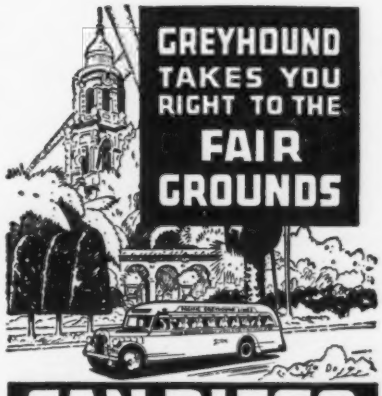
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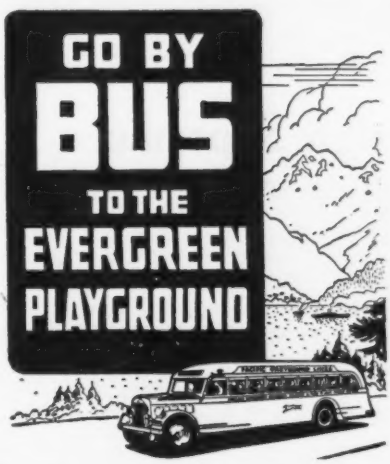
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Volcano Iztaccihuatl, Mexico—Note the "Woman in White" lying on her back, head to left

Mexico . . . the Vacation Supreme

CAPTAIN R. W. HADDEN, *Managing Director, Bureau of Latin American Republics*

RIGHT at our very door lies Mexico, that interesting country which is a land of yesterday and yet of today, ripe with the promise of the years to come.

Mexico! Land of magnificent cathedrals, ancient ruins, pyramids that eclipse those of Egypt; the twang of a guitar in the moonlight; the scent of gardenias in the air; tortilla and chicken mole biting your tongue, yet so delicious that you ask for more; a dark-eyed senorita smiling down from her balcony; the land of dreams and dolce far niente. A place in which to enjoy a wonderful vacation!

Ever more and more is the traveling public looking toward Mexico as a glorious land of travel, a land of magnificent and scenic grandeur. For women such shopping, such jewels, such drawn work laces and fineries, such perfumery and fine toilet soaps!

Mexico City is a combination of Paris and other capital cities plus many attractions which few other cities can offer. Situated at an altitude of over 7000 feet, when other cities are blistering with the summer heat, the climate in Mexico City is cool and balmy. One could spend a month there without exhausting the many attractions. Its magnificent opera house is the finest on the Western hemisphere, and the old cathedral has no equal anywhere. No other city, with the possible exception of Paris, has such magnificent boulevards or as many of them. Chapultepec park is a sight never to be forgotten.

For beautiful lakes and snow-clad mountains, quaint Indian villages with their interesting peoples in brilliantly-colored native dress Mexico stands supreme.

You meet with such courtesy! Even the lowly peon will greet you with the courtesy of a Spanish grandee. We of California boast of our wonderful fruits. Taste the luscious fruits of tropical Mexico, then know how delicious fruit really can be.

To see a country right, travel with those who have lived in it and know its history and habits; who know what is worthwhile seeing, and how to see it to advantage. In this respect the Bureau of Latin American Republics excels.

Take your summer vacation in Mexico, and revel in its wealth of attractions. The cost is but a fraction of a European tour.

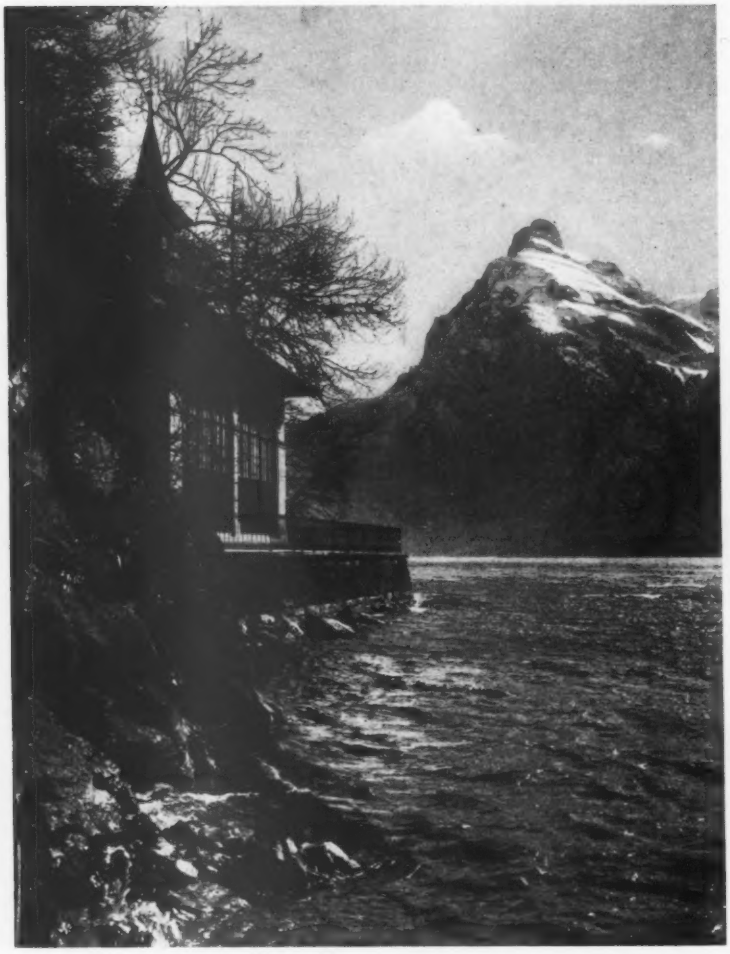


The Cathedral, Mexico City



Palacio de Bellas Artes, Mexico City

Where William Tell Made History



Tells Chapel on the lake of Lucerne, Switzerland. A little rustic temple commemorating the gallant archer's leap to freedom from Gessler's boat. Adorned with four large frescoes depicting "The Shot of the Apple," "Tell's Flight," "Gessler's Death" and "The Oath on the Rutli." Steamers stop here.

Photo, Emil Goetz, Lucerne

Miele to Orient

The Henry Miele Travel Service of Los Angeles has announced two gala Orient holidays for summer travelers.

The Lotus Tour scheduled to leave on the President Wilson of the Dollar Line from Los Angeles June 22 and San Francisco June 28, embodies 62 days of leisurely comprehensive first class travel in Japan, China and the Philippines. A two months' extension offers additional time in Japan as well as an extended sojourn in North China, including Peiping.

Beautiful Hawaii, land of leis and legends, the pageantry of Japan and with its fascinating festivals and charm of ancient customs as well as ever interesting age-old China will provide a summer of glorious adventure for the discriminating traveler, under skilled guidance and with a select congenial group.

The Dragonland Tour sails on the SS. President Coolidge from Los Angeles July 8 and from San Francisco July 12 under the leadership of Dr. Orwyn W. E. Cook whose many years of educational work in the Far East remarkably fits him as a distinguished leader for the two months' cruise-tour of Japan and China, including two weeks in centuries-old Peiping, returning via the Pacific Northwest to San Francisco September 4 and Los Angeles September 7.

* * *

To Tour South Seas

Dr. Roy L. Smith, pastor of the First Methodist Episcopal Church, will sail from Los Angeles June 26 on the SS. Monterey on an extended tour to Honolulu, South Sea Islands (Pago Pago and Suva), New Zealand and Australia (Sydney - Melbourne), returning to Los Angeles August 10. Dr. Smith will be accompanied by several friends. Arrangements for the tour have been made through the D. F. Robertson Travel Bureau, Los Angeles.

Teachers Like American-Flag Ships for Cruises

EDUCATIONAL travel this year on American ships will exceed in volume that of 1934, a record year, in the opinion of L. E. Archer, Passenger Traffic Manager of the Panama Pacific and United States Lines at San Francisco.

"Last year," said Mr. Archer recently, "we saw a definite increase in the demand of American teachers and students for space on our ships, all of which are under the American flag. This year's demand from this source already assures further expansion of a type of business of which we are proud. Trips already booked by West Coast teachers include the Atlantic crossing, as a matter of course; round-trip vacations to Panama and Havana, and the always popular "Around and Across America" tour, a voyage of 5500 miles to New York via the Panama Canal and Havana, and return by rail, with visits to the National Parks, the Grand Canyon or the Canadian Northwest.

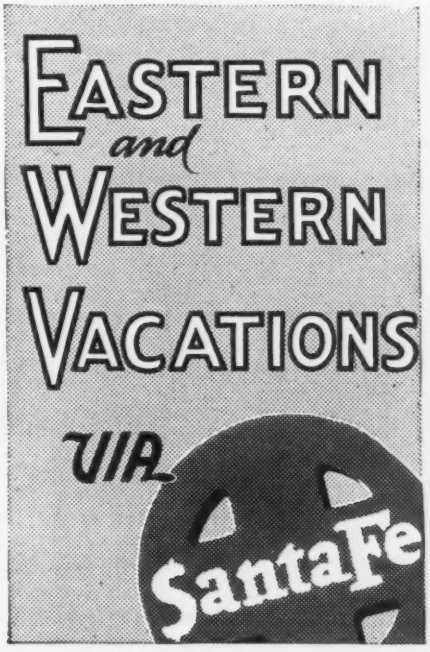
"As was the case last year, Eastern teachers will come to California in large numbers for their vacation pilgrimages. They are booked heavily for our sailings from New York City following the close of their schools.

"Naturally, Western teachers face Eastward. They find ideal routes in the voyage that takes them through the Panama Canal and the Caribbean. In that part of the Americas they may contact the full-flavored Latin-American life that took foothold there a hundred years before our ancestors landed at Plymouth Rock.

"Europe of course holds its charm for the intellectual visitor, as ever. The pleasure of the trans-Atlantic voyage is enhanced on the ships of the United States Lines, the American Merchant Lines or the Baltimore Mail Line.

Around and Across America

"On the 'Around and Across America' tours, care has been taken to provide ample opportunity for visiting historical shrines in the Eastern States with economy of both time and money. Boston and Plymouth Rock, Philadelphia and Independence Hall, Valley Forge, Washington, Mount Vernon—all may be seen in a short time. Homeward-bound, the Western traveler may see Niagara Falls, Chicago, the National Parks and other natural beauties, on a closely-knit and satisfying itinerary,—studying the continent in a way not possible on less carefully-planned journeys."



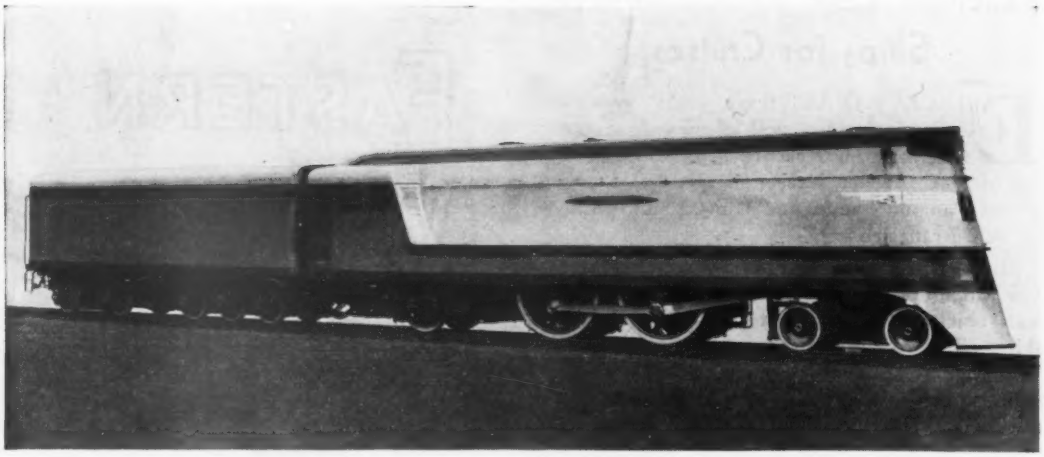
Whether to the N.E.A. Convention at DENVER, to CHICAGO, or KANSAS CITY, or ANYWHERE EAST, and there is Preference for either Chair Car, Tourist Car, or regular Pullman, the SANTA FE Fast Air-Conditioned Trains will be more attractive than ever for All Classes of Travel.

Fred Harvey Meals are Alluring and Economical.

Special Announcement: **The Arizona State Teachers College, Flagstaff, offers extraordinary Summer Course in Geology, Archaeology and Biology. Two Exploring Parties are to go into Famous Indian Country, the Grand Canyon, and Northern National Park Areas, for Scientific Study. Cost is $265 for all expense of five weeks from time arrival Flagstaff, with three weeks in the field, the the food, transportation, lodging furnished by Fred Harvey, insuring the best. Whoever secures party of ten or more, receives Course without expense. Register before May 20th for Tour of June 3rd, and before June 10th for Tour of July 8th. Those going to N.E.A. Convention, Denver, first week of July, will have time after the meeting to reach Flagstaff via Santa Fe for July 8th Tour. Secure full information at principal Santa Fe Offices.**

When Visiting CALIFORNIA-PACIFIC EXPOSITION at SAN DIEGO, it will be Safest, Fastest and Most Economical to use SANTA FE TRAIN SERVICE between Los Angeles and San Diego.

49



Hiawatha - New Milwaukee Speed Locomotive

DRAWN by the first newly-built, scientifically-streamlined, steam locomotives and designed for speeds faster than any locomotive ever attained heretofore, two Milwaukee Road speed-lined trains were placed in daily service between Chicago and St. Paul-Minneapolis in May.

Traversing territory rich in Indian lore, the new train is named the Hiawatha for the great Mohawk Chief whose legendary endowments, as immortalized by Longfellow, included swiftness of foot:

"He could shoot an arrow from him,
And run forward with such fleetness,
That the arrow fell behind him!"

Equipment is brand-new, from the locomotive to the "beaver-tail" car at the rear. All coaches, parlor-cars and cafe-cars are speed-lined, full size, of light steel-welded construction, about one-third lighter in weight than the cars generally in use. The cafe-cars have special buffet features and the luxuriously-appointed coaches have conveniences new to coach patrons. To reduce air resistance the contour of all cars conforms to the locomotives, presenting a smooth unbroken line from head end to the rear of the beaver-tail cars at the end. All of the cars are air-conditioned.

The oil-burning streamlined locomotives, ordered from the American Locomotive company last September, embody many features entirely new in locomotive construction and were especially designed for this particular service. These locomotives have a steam pressure of 300 lbs.; driving wheels are 7 feet in diameter, the largest on any locomotive in America. Axles as well as other movable parts affected by friction are cased in oil or grease and operate on roller bearings permitting smooth and quick acceleration. Alemite lubrication is used, so no oiling or greasing is necessary en route. Thousands of bolts usually employed in securing together different parts of a locomotive were eliminated by combining separate parts into one-piece steel castings, precluding the possibility of parts wearing or becoming loose.

Many railroad-men believe that the trend of passenger trains of the future is represented in the new Milwaukee Road train which is a compromise between the heavy-weight equipment now generally in use and the new light-weight trains with Diesel power. Since all three types of trains are in service this summer on the Chicago-Twin City route there is opportunity to test what best meets the requirements of present-day passenger travel.

* * *

Greyhound Buses to San Diego Fairgrounds

As an added service to the thousands who will visit the San Diego Exposition opening this month, Greyhound announces transportation direct to the fairgrounds. "This will be of a great convenience and will eliminate parking problems and driving worries," said L. D. Jones, traffic manager of Pacific Greyhound Lines.

Many additional schedules are being added throughout the entire Pacific Greyhound System to comfortably accommodate the already increased travel demand.

To provide for this Mr. Jones also announced the purchase of 36 more new model streamline buses at a cost of practically half a million dollars. This equipment, most of which has already been received, is of the latest design. One of the main features is a new flexible pillow type headrest. The seats are of a new design, are adjustable to 3 comfortable positions and are spaced farther apart, setting a new standard of luxury.

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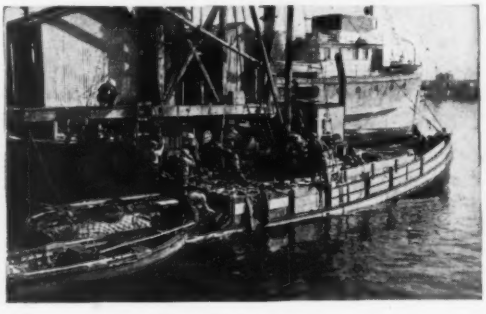
DR. CLIFFORD M. ZIERER, economic geographer, University of California at Los Angeles, contributed to a recent issue of Economic Geography a noteworthy article upon the Los Angeles Fishing Center, from which article the following illustrations are reproduced through the courtesy of the author and magazine Economic Geography, which is published quarterly by Clark University, Worcester, Massachusetts.



Aerial detail of Fish Harbor showing the row of canneries along the north side and accessory industries on the east and west sides. The Japanese village lies behind the canneries and Brighton Beach stretches along Seaside Avenue in the upper right of the picture. Courtesy Los Angeles Harbor Commission.



A group of market and cannery fishing boats along the east side of Fish Harbor. The large boat tied parallel with the wharf is a tuna clipper. Several fish canneries and a boat shop are shown in the distance.



Heavily loaded sardine ring net boat beside a cannery hoist. The net is stowed on deck in the stern of the boat. The sardines are piled on deck about the cabin, side boards being used to hold them in place. A portion of a tuna clipper appears in the background.



36-42 Passenger High School 1935 Model

All steel construction, double strength, electric welded at all joints into one unit. No bolts or rivets used. Built on any chassis. Note the strength of roof. It is insulated to keep out the heat.

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Aerial view of Los Angeles Harbor with Fish Harbor near the center of the picture. The government breakwater is in the foreground. The manner in which Terminal Island sand spit has been widened by deposit of materials dredged from the Inner Harbor is shown. The new basin added to Fish Harbor in 1932 does not appear. The town of San Pedro lies to the west (left) of the harbor and Wilmington to the north. Courtesy Los Angeles Harbor Commission.

CPIE — "ON TO SAN DIEGO" — CPIE

The California Pacific International Exposition in San Diego this summer will attract thousands of teachers from all parts of California. These teachers are especially invited to make stop-overs with the advertisers listed in the "On to San Diego" Section of Sierra Educational News.

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Iowa State Teachers College Reunion

Iowa State Teachers College alumni and former students with their friends are planning a reunion July 2 at the N. E. A. in Denver. Local arrangements are being planned by the Denver and Colorado alumni. Last minute information may be obtained in Denver at Iowa N. E. A. headquarters in Brown Palace Hotel. Advance reservations are extremely helpful. They may be sent to Fred R. Lyon, 1011 Clarkson Street, Denver.

Lehman's Orient Tour

J. E. MacMaster, manager Tour Department of Lehman's Steamship Agency, will again conduct Lehman's Ideal Tour of the Orient this summer. This tour will last for 78 days, covering highlights of the Orient including almost a week in Peking. Hong Kong and the Philippines will be included.

The special feature which is receiving much satisfactory comment is a five-day cruise-tour of the Inland Sea of Japan. This never before has been attempted by any party.

After extensively traveling in as leisurely a manner as possible through Japan, China and the Philippines, the party will return to Nagasaki where it will be met with motor cars for a ride to the famous Mount Asa en route to Beppu. At Beppu a small 300-ton boat will take the party on a five-day cruise through indescribably beautiful country, calling at a score of quaint and out-of-the-way places. Cruising will be done by daylight only, the nights being spent ashore. One night will be spent in a typical Japanese Inn.

* * *

Association for Childhood Education

FORTY-SECOND convention of Association for Childhood Education will be held at Swampscott, Massachusetts, June 26-29. "How Today's Teacher Can Meet Modern Problems" is the theme for the convention. Much interest will center about the discussions in the eleven study classes that will meet each morning for two hours. Teachers in the early elementary field and others interested in the welfare of children are cordially invited to attend this convention. Write for program to: Association for Childhood Education, 1201 16th Street, Washington, D. C.

For Comparing Attendance Achievements

ROBERT W. STURGES, *Director of Child Welfare and Attendance*
Santa Monica City Schools

TO know how his school, grade, or district stands in attendance one needs to have a basis for comparison with other schools, grades, or districts. A very little computing, with figures already called for in the monthly and annual attendance reports, makes such a basis readily available. I propose to you the keeping of attendance percentages or, to jibe with the researches, attendance quotients.

In the Sierra Educational News for February, 1929 (page 24), I suggested that to eliminate transiency from attendance figures and thereby give a sound basis for comparisons, we in Santa Monica eliminate Days Not Enrolled (due to late entry or early withdrawal in any given month) as contrasted with genuine absence. Following this (as a result of it?) the State Office issued instructions calling for exactly that: A column for Days Not Enrolled and a column for Days Absent along with the column for Days Present—see the annual report form for elementary teachers on the last page of teacher's register.

I now submit the simple formula:
Att. % (or Att. Q.) equals

$$\frac{\text{Actual Attendance}}{\text{Perfect Attendance}} \text{ equals } \frac{\text{Column 5}}{\text{Column 4 plus Column 5}}$$

In dividing carry to four places, e.g., .9527 (or 95.27%).

To get the sum of Columns 4 and 5 and divide it into Column 5 certainly is simple and gives a correct measurement for comparing any unit of school population and of time with any other similar unit. Thus any school or district may compare itself with any logical rivals at the end of any month if the schools in question will set up a monthly exchange of these figures. Is this now being done anywhere?

For county-wide or state-wide comparison the yearly basis is the logical one; but on this basis the computing can be done with a very reasonable amount of clerical work. Since Columns 3, 4, and 5 must be kept month by month in the elementary register and secondary attendance offices, there needs to be only the annual totaling of rooms within a building and of buildings within a district to get DT or district total. Then

$$\frac{\text{DT col. 5}}{\text{DT col. 4 plus DT col. 5}} \text{ equals Att. \% for district}$$

For each district to report the above would be easy, during the summer after the rush of required annual reports is over. For the state to publish some sort of list, say giving the highest one-fourth of all the districts by name and with the percentage of each, and then adding the two percentages which represent the mid-point and the low-point for the state, without the names of these last two, would at once let each district see how it stands and would give merited notice to those standing high. There should be no odium to such comparison.

To group by grades is not hard while you are getting the totals, and this makes possible the study of absence in relation to maturity of pupil. The use of percentages also makes possible various charts and graphs for such purposes as showing the pupils how rooms or schools compare, or how a given school has fared from month to month throughout a year.

The following figures for the Santa Monica School District for the year 1933-34, for nine elementary schools, two junior highs, and one senior high, a total enrollment of about 6,000, took one clerk between one and two hours working from the monthly report sheets, with an adding machine. Whereas I would have said off-hand that the year represented here was the low spot in our depression, these figures showed a district improvement over 1932-33, which I cite to illustrate the value of having this basis of comparison. (Heaven help us when the current year's figures are in!)

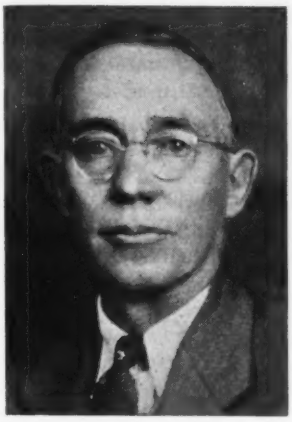
Percentage of Attendance for 1933-34

Grades	Percentage
1-12	94.25
1-6	93.79
1-8	94.24
7, 8, 9	95.13
10-12	94.19
9-12	94.27

These are not percentages to be proud of, representing not only Depression but also tent-housing, as our buildings are "out" till earthquake-proofed; but we would like to compare them with figures from other schools to see how the depression is affecting you and us.

SIERRA EDUCATIONAL NEWS

JUNE 1935 • VOLUME 31 • NUMBER 6



Jay E. Partridge, Oroville

Two New Directors

TWO new members of California Teachers Association Board of Directors are John F. Brady, principal, Everett Junior High School, San Francisco, and Jay E. Partridge, Butte County superintendent of schools, Oroville. These prominent schoolmen have long and successful records and are well qualified as representatives of large groups of school people. Mr. Brady, with Walter T. Helms of Richmond, represents the Bay Section; Mr. Partridge, the Northern Section.



John F. Brady, San Francisco

Education at the San Diego Exposition

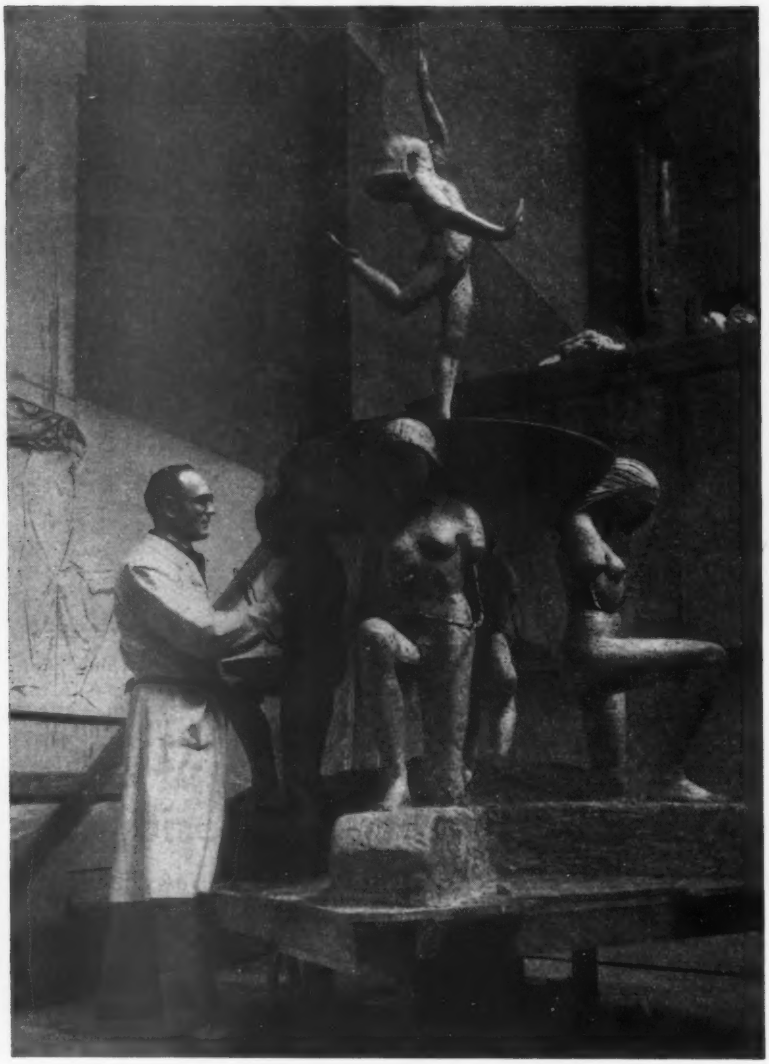
JOSEPH MARR GWINN, *Representing N. E. A. and C. T. A. at San Diego*

CALIFORNIA Teachers Association has an exhibit at the California Pacific International Exposition in the Palace of Education at San Diego which will be almost if not the first thing a visitor will see on entering the main door to the Palace of Education. Above the booth containing the exhibit of the Association there is an attractive electrical transparency containing the name of the Association and a map showing California being illumined by the rays of education.

California Teachers Association is one of four educational organizations given space in the large lobby just within the main entrance to the Palace of Education. On the left, as one enters the Palace, are the exhibits of the National Education Association and the California Teachers Association. In the right front corner of the lobby is the exhibit of the California Congress of Parents and Teachers. The University Womens Club of San Diego, representing the American Association of University Women, has furnished the lobby and will provide hospitality service to visitors.

The exhibits of California Teachers Association include attractive and graphic displays of the organization, objectives, methods of operation and achievements of the Association. There are hostesses in the booth, provided through the courtesy of San Diego Teachers Association, to receive and register visitors and to assist teachers in seeing the exhibits. California Teachers Association extends a cordial invitation to all of its members to visit the Palace of Education and especially to call at the booth of the Association.

The outside dimensions of the building housing the educational exhibits are approximately 180 by 160 feet. The exhibits are extensive and varied; however, the purpose has not been to show quantity. The exhibits have been organized under a purpose and that



Professor Frederick Schweigardt at work on a group statue for the Palace of Education at the California Pacific International Exposition, in world-famous Balboa Park, San Diego.

purpose is to show how education contributes to the realization of the good life.

The exhibits will show the materials and processes used in the schools from the nursery and kindergarten through the elementary and higher schools to achieve those cardinal ends of education leading to the good life. The theme of the exhibits is Education for the Good Life.

The exhibits have been organized by the Director of Education for the Exposition, Mrs. Vesta C. Muehleisen, with the co-operation of the California State Department of Education. As a result the exhibits will make the most effective appeal to educators and laymen alike.

From the lobby one enters the "Theme Room" where the objectives of education will be shown in artistic and animated style. Dioramas and models are used to give allegorical representation of these same objectives. On the walls of the Theme Room is a mural showing the progressive influence of education through the ages. On either side and behind the Theme Room are the rooms containing the exhibits showing how the objectives of education are being realized in actual practice in the schools of all classes.

In addition to the material exhibited there will be demonstrations in specific fields of education, such as art, agriculture, music, vocational, rural, adult and education of the deaf, blind and physically handicapped. A nursery room will be in operation and a puppet show will be an attraction. Playground and classroom activities will be shown in various auditorium programs, while a novel and entertaining exhibit will be the Hobby Display.

The Palace of Education is but one of a hundred buildings housing the Exposition on 300 acres in the center of beautiful Balboa Park. The exposition of 1915 was held on the same site and all the permanent buildings of that exposition are being used as exhibit palaces. Added to these are many new structures. These new buildings are a combination of the two oldest and most typically American schools of

(*Please turn to Page* 60)

Education as a Governmental Function

JOHN A. SEXSON, *President, California Teachers Association; Superintendent of Schools, Pasadena*

FEW of us think of education as just one of a long list of government services and functions, like police power, fire protection, administration of law, etc.

Because the American public school has been so very close to the people, there is a disposition on the part of many citizens to dissociate public education from government in general and to regard the public school as entirely independent of and separate from other functions of government. This is especially true in states like California where the schools are separated from municipal and county governments and are turned over to be exclusively administered by the people of the several districts.

This condition has led the American people to consider problems of public education quite apart from governmental problems in general. During the period of good times and prosperity this permitted the schools to expand rapidly and independently of other governmental units and contributed to their freedom both in finance and in operative policies. During the period of the depression this same condition has likewise tended to separate the schools from other functions of government and to leave them to defend themselves as best they may without the support or the sympathy of other governmental units.

So, a condition which at one time contributed to the advantage of the schools and made for their progress and development has, at another time, been the chief cause of their downfall and for the dire conditions which confront public education as a governmental function throughout the United States today.

During the period of this depression the American people have been taking stock of their public institutions. At no previous time in our history have our people given so much and so serious thought and attention to problems affecting society as a whole as they have been giving them for the past few years. Millions of our citizens have been definitely jarred loose from a smug apathy about public affairs and from their self-centered preoccupation with their own personal interests and have been forced to the consideration of problems which have to do with the larger society.

The experiences of the last six years have convinced even the most rugged of the rugged individualists that there must be some co-operation, some concerted attack upon our social, economic, and political problems before a sufficiently large proportion of our citizens are to be able to solve those heretofore comparatively simple problems of food, shelter, clothing, and an endurable sense of security against the threats of poverty, old age, unemployment, ill health, and misfortune.

Fortunately, we have lately emerged from the experiences of the World War by which we learned mass co-operation and got worthwhile practice in marshalling the resources of the entire nation for the accomplishment of a common objective.

Therefore, when it was evident that the depression would not disappear by the mysterious return of prosperity, our citizens naturally turned to our government in the hope and in the expectation that we would, through the orderly process of legislation, be able to meet the problems of the economic depression and restore prosperity and happiness to our people.

This marked a new era in America. For the first time in the history of this nation we were compelled to expect some adjustment of our personal affairs through the concerted action of our governmental institutions. Up to this time we had had a sublime faith that we could meet our own problems in this depression, as we had in the past, by readjusting our standard of living, changing our occupation, moving into a new geographical location, or, in some other way, setting up an endurable relation to the world in which we lived until such a time as the depression was over and we were able, by the return of prosperity, to restore ourselves to a standard of living and to a security which America had traditionally provided for most of its citizens.

The Most Tragic Catastrophe

The gradual disillusionment of millions of our citizens as to these hopes and these expectations is one of the saddest and most tragic catastrophes of the depression. For the first time, and with great reluctance, millions of Americans have been compelled to admit that America, the traditional land of freedom, happiness, opportunity, and independence, has for

some reason failed them and that, so far as they are concerned at least, basic and fundamental changes are necessary if these blessings are to be restored to the millions who have lost them since 1929.

This is the background out of which millions of Americans are today studying the status of all of the different institutions of government, going so far as to study the very nature of democracy itself in an effort to determine, if they can, which of the institutions of government contribute to human happiness and human welfare and which impose heavy burdens for their support and which do not, at the same time, contribute in a worth while way to those necessary outcomes upon which the happiness and security of the individual citizen depend. This has brought about the universal interest in our national government, our state government, our county government, our municipal government, and in the financial affairs of our various school districts.

Moreover, this interest is not merely academic or theoretical. Our people are thoroughly aroused. They will not be satisfied by meaningless political pronouncements or by idle theorizing. They want action. They want to know what part each of these agencies and institutions has played in influencing national life and shaping those factors which determine the status of individuals in this nation, and they want to know what each of these institutions can do at once that will bring relief for what seem to them to be intolerable conditions.

DURING the first years of the depression, there was a disposition to assume that basically our democracy and our social, economic, and political set-up was sound and that minor or superficial adjustments would meet the crisis. But, as the depression has dragged on, there has been a disposition to go deeper and deeper into the underlying characteristics and operations of each and every institution, questioning for the first time in the history of America some of the most deeply rooted of our beliefs, our practices, our theories, and our institutions.

The result has been to push inquiry with respect to some of our institutions which have traditionally escaped even so much as a doubt or a question. Institutions which have never before faced any necessity for justifying their policies or defending their practices and which have, therefore, grown complacent and self-satisfied, through long years of public support, public confidence, and public approval, find themselves today under severe questioning.

This is the status of public education as represented by the public school systems of the various states which together constitute our national institutions of public education.

EVEN before the depression set in, powerful forces were at work seeking to limit expenditures for public education. As we approached the peak of expansion of our schools in the so-called prosperous decade from 1919 to 1929, there was growing opposition to further expansion of educational facilities and occasional attacks upon the continued support of the existing program. These attacks were usually conducted as part of a tax-reduction program and proposed only to reduce the cost of education by what were described as desirable or defensible economies.

But, with the onrush of the depression, these attacks gathered momentum until they became the major objectives of local, state, and national organizations, such as the United States Chamber of Commerce, the National Taxpayers Association, and untold numbers of local and sectional organizations, all seeking to reduce the cost of schools and perfectly willing to sacrifice the program of public education in order to do it. For the first time in the history of this or any other nation the schools found themselves friendless and undefended in the face of foes which they had traditionally regarded as their friends.

Please do not think that this condition is a figment of my imagination or is based upon my unsupported opinion. Hear what Dr. Glenn Frank of the University of Wisconsin says:

> "Never before in the United States and nowhere else in the civilized world has a depression been permitted to scuttle the schools and rape the intellectual resources of the national future. It remained for the depression of 1929 to set going a process of social suicide in which a supposedly enlightened people has stood silently by which the very foundations of its education were being sapped.
>
> "Less than a year ago I found that somewhere between three and one-quarter and three and one-half million American children found the door of educational advantage slammed in their faces. More than a third of these exiles from education were direct casualties from the depression, The locked doors and boarded windows here, there, and yon tell this tragedy. Even the schools kept

open have drastically slashed their services. Classes are crowded beyond the point of teaching efficiency and left to the mercy of teachers unpaid or underpaid. Teaching staffs are depleted as student enrollments mount."

Dr. Robert M. Hutchins, President of the University of Chicago, speaking from this platform recently, said:

"Public education in some Western and Southern states has now collapsed. In many states it is on the verge of collapse. The state universities have received terrible blows from legislatures who have seen their states laid waste by the depression. The endowed colleges and universities are, many of them, barely able to maintain themselves. We must re-organize our schools, revise our methods, and find solutions to the new and amazingly difficult problems at the very time when our resources and our morale are at the lowest ebb."

A recent survey of national conditions by United States Commissioner of Education John W. Studebaker reveals that in 1935 42,200 schools are without sufficient funds to operate for the school year. These schools are scattered over 25 states, and affect 3,429,920 pupils and 102,116 teachers.

In 467 districts there were no funds at all. These districts serve 57,090 pupils and 1,745 teachers.

Schools open but operating without funds to pay for operating expenses have this year incurred indebtedness amounting to $37,316,010, of which $24,544,874 is money unpaid to teachers for salaries earned under contract.

Sixteen states report many teachers receiving less than $20 per month; 22 states report many teachers employed at less than $40 per month; the average contract salary of elementary teachers in these states was less than $50 per month —a minimum below that provided by the codes for unskilled labor.

THESE quotations speak conclusively as to the status of public education in America today. Certain tendencies, however, should be called to mind in order to bring out the picture.

A recent National Education Association bulletin reveals:

First, despite these conditions, responsibilities which our people have looked to the schools to assume have greatly increased during this same period. Enrollments, particularly in secondary schools where we are dealing with adolescents between the ages of sixteen and twenty-two have steadily increased. During these same years when these strong agencies have driven relentlessly to reduce school budgets, curtail offerings, and limit facilities, there has been a continuously increasing line of youth before the doors of every high school and college in America.

The Cry of Needy Children

In the elementary schools, where enrollments have been practically stationary, teachers have been confronted with the need for feeding the children, clothing the children, and for supplying health services to these children. There has arisen during the past five or six years a definite need to administer to the mental health of children coming from homes suffering from the depression psychosis. Pre-school and nursery school demands have been urged upon the schools during the very same period when the politicians have legislated kindergartens out of existence and curtailed the budgets.

Second, the available revenues for the support of schools are not alone greatly reduced; they are in large areas totally non-existent. The schools are closed; there is no public school system; there is no provision for public education. Unless tax systems are revised, unless other means are devised for the support of our schools, we shall have within two decades in America a generation in which there are millions who have had no educational opportunities or advantages, not even the opportunity to learn to read, write and cipher. These are the plain, unvarnished facts that have prompted numerous citizens to demand that the Federal Government come to the relief of the public schools with definite grants of money from the public treasury.

Third, the insistent demand to curtail the program of public education has succeeded amazingly well. Millions of children, although not yet denied educational opportunities, no longer obtain instruction in health (nor do they receive health services), music, art, physical education, vocational education, citizenship education, or any preparation relative to today's needs and problems beyond meager instruction in the three R's in the elementary schools and narrow college preparatory courses in secondary schools.

Under such a program as this, it is the children of the common people who are unprovided for and forgotten. Such a school system provides services only for those favored few who seek entrance to the professions and who anticipate a life of favored economic security above the level of those who must toil in the pro-

ductive activities of agriculture, business, and commerce.

Finally, these conditions are so unequally distributed over the United States that children living in one area have no advantages at all, while those in another are amply provided for. In this condition lies the best possible foundation for unrest, dissatisfaction, injustice, and eventual disintegration of that thing we most desire to preserve, namely, faith in America and individual loyalty to the spirit of America.

I DO not deny that there have been some sporadic attempts to meet these conditions. At least, there seems to be an increasing recognition of the problem by an increasing number of citizens and agencies. The government has established the Civilian Conservation Corps, which has absorbed a few thousands of these adolescent boys, removing them from the community, the streets, and the roadsides, and sending them to the woods under the direction of the Army. F. E. R. A. funds are supporting some one hundred thousand boys and girls in colleges and universities. A few millions of the proposed four billion, eight hundred million relief bill have been ear-marked for the schools. The E. E. P. has tacked a poorly-conceived and tragically-administered educational program onto a relief dole for white-collared workers. But, by and large, the status of public education as a function of government is today uncertain, precarious, and only faintly recognized by our people.

In 1934 the Federal Government advanced some $14 500 000 to 33 states. This money was used to pay salaries to some one hundred thousand teachers, of three million pupils, affording school opportunities for these children for periods ranging from a few days to 16 weeks. This is a tragically meager relief. So far this year about five million dollars have thus far been appropriated for the relief of public schools exclusive of the E. E. P. program.

Unfortunately, the Federal Government has approached the problem with the sole thought of aiding the needy teacher; there has been no avowed intention to care for the educational needs of the children or to restore to effective functioning the public schools of America. If public education has profited by these Federal subsidies, this result has been wholly incidental and apparently unsought, and, we fear, undesired.

There is today far from general acceptance by many of our citizens of the proposition that education is an important or necessary function of democratic government. These people propose to curtail the schools far beyond mere economy and include in their program a drastic curtailment of both services and opportunities.

There is only half-hearted enthusiasm for proposals to open closed schools, to pay unpaid teachers, to maintain teachers' salaries at living wages, to attract competent and worth while people to teaching, to house children in safe and sanitary buildings, or to provide necessary equipment, materials, and supplies by which schools may be efficiently conducted.

No Clear-cut National Program

There is no clear-cut national program looking toward approximately equal educational opportunities for rich and poor alike, to equalize the educational opportunities between the races in the various sections of the country, or to provide a program of public education for adolescents and adults that will make it possible to meet the needs and demands of our present society by intelligence rather than by force.

It is beside the point to disregard these facts because we are in California comparatively safe thus far as regards our educational program. It must not be forgotten that we are just coming to face those financial problems which have prompted other states to abandon their educational systems and to leave their schools unsupported.

Whether we shall emerge from the present legislature able to finance our public school program upon its present basis remains to be seen. If we are happily spared any serious sacrifice at this time, we are presently confronted with a constitutional convention, which will wipe out those constitutional safeguards which have thus far preserved our schools and rendered them immune from the more tragic effects of the depression.

THIS brings us to a frank consideration of the status of the public schools in the minds of our citizens today. We must remember that birthrates are declining rapidly, that here in California particularly the number of families not directly interested in the schools to the extent of sending children to them to be educated is increasing and the number now already exceeds those who are patrons of the schools. The forces which are seeking to curtail expenditures for education and who are demanding a reduction in offerings are yearly becoming better and better organized and recruiting strong influences to their support.

Legislation definitely calculated to force the organization of forces opposed to public educa-

tion in each and every community was passed at the last legislature and was embodied in the bill which proposed that utility properties should be returned to the local units for taxing purposes. This will turn the attention of tax-reduction agencies to the local budgets rather than to the state budgets and will focus the pressure upon the public schools in the place where they are least organized to protect themselves and to safeguard their interests.

There is a studied attempt backed by persons high in the state government to ear-mark the sales tax as a school tax and in this way to use the unpopularity of the tax to enhance the unpopularity of the schools. The National Administration is avowedly indifferent to, if not openly opposed to, the expansion of a program of public education. Efforts to have funds ear-marked for the schools or to induce the Administration to include a provision for schools in its recovery program have practically failed. Efforts to induce Congress to recognize the need of public education in connection with the huge relief bill now under consideration met with indifferent success.

While it is true that there have been encouraging indications, the bottom has been reached so far as retrenchment and curtailment in education are concerned, and there are encouraging evidences in some states that an effort will be made to recover from the tragic injuries of the depression. It is unfortunately true that the enthusiasm for this sort of thing is much less than one might hope and is so inadequate to the desperate needs of the times that unless something is done to awaken the American people to the needs of the schools and to the services which only education can perform in such a government as ours we shall be under the necessity of losing the services of a trained and intelligent citizenship during a period in our history when such services are most needed.

Conclusion

I HAVE no disposition to defend the accomplishments of our public schools against merited criticism. When certain persons have attempted to discredit the schools by pointing out obvious defects, I have rejoiced that these persons are so poorly informed as to the shortcomings of certain units of our schools. Had they known how unserviceable certain of our methods and practices truly are, we should have far more reason to blush at what they say. Teachers, however, are by no means entirely to blame for the character or quality of public education. Society has demanded certain services of the schools, at all times, under all conditions, and under all forms of government. Certain of our defects are due to public clamor and public demand. Unstable control, frequent upsets in the personnel of governing boards by voters for partisan or political reasons, lack of adequate financial support, an insufficient supply of professionally trained teachers, leadership of small vision and less courage, and undemocratic organization have contributed their share to what gross inefficiencies characterize our schools.

The School Is Handicapped

I do not defend these defects, nor do I condemn those who criticize them. I urge that these defects be corrected. But even then we may find that all the defects of our society will not be cured. The whole salvation of society does not rest within the control of the school. It is but one influence—one agency of society. As Dr. Kilpatrick recently observed, "the whole of a culture is more educative than any part of it." The school cannot overcome the subversive influences of society in general. You cannot teach the effects of alcohol with sufficient effectiveness to overcome the influence of the beer hall across the street, or the cocktail at the family dinner table.

You cannot teach altruism, love of neighbor, and unselfish co-operativeness in a business world where cut-throat competition is the rule and "dog eat dog" the daily practice. It is the whole of a culture that educates our children—not a single part of it, and as the school corrects its failures other agencies of society must likewise correct theirs. It is the duty of the whole society to contribute to the whole culture that nourishes our children as well as ourselves.

This brings me to my conclusion. What is the present status of education in our society? Is it gaining or losing in favor and in support? As for support, we spend some 3% of our national income for schools while we spend 25% for commercialized amusements and a sizable sum more to restore the use of alcoholic liquors as a beverage. Amusements deriving their attractiveness from the gambling feature are tremendously on the increase. Seven states have this year legalized horse-racing, and provided for gambling in connection therewith. Our own horse-racing venture involved, in the 60 days it operated, sufficient money to operate the schools of Pasadena for nearly ten years.

There is no question of ability to pay. America

is potentially a wealthy nation. Our resources compare favorably with any nation in the world. We can provide for ourselves and for our children what we will to provide. It is a question of our choice. If we choose to build into our culture those things that improve our society by contributing to the character and strength of our citizens, we shall grow stronger and stronger as a nation and as a people.

Some of our choices would seem to be doubtful indications as to the character of our aspirations and our idealisms. To save our taxes that we may expend the money for drink, for gambling, for commercialized entertainment and in preparation for war would seem to constitute a questionable procedure.

What is the present status of education? With no desire to paint the picture as unduly dark or discouragingly hopeless, we must frankly admit that the prospect today is far from satisfactory. Education has lost ground in America in the last few years. Its future depends upon the loyalty, the vision, the courage, the devotion of you — the parents of children, the real conservators of the America for which we have always striven and for which we still possess an undivided loyalty—an America that seeks to solve its problems by intelligence rather than by force, an America that holds open the door of opportunity equally to all.

* * *

SAMUEL FRENCH, oldest play publisher in the world, with Pacific Coast headquarters at 811 West Seventh Street, Los Angeles, publishes many plays which are widely used by California schools and dramatic groups. A complete catalog may be had by addressing the Los Angeles office.

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Health and Growth Series

MACMILLAN COMPANY has published a new program in health education, complete for grades 3 to 8. There are two editions—three book and six book.

The authors are Dr. W. W. Charters, Ohio State University; Dr. Dean F. Smiley, medical adviser and supervisor of hygiene, Cornell University; and Dr. Ruth M. Strang, Teachers College, Columbia University. Typographical features are the very large type, good spacing and generous abundance of illustrations comprising many photographs and many illustrations in color.

This highly commendable health series makes use of the best modern technics of progressive education and is sure to come into wide usage.

When one compares such an admirable series as this with the quaint "physiology" books of yesterday's schools, one realizes the tremendous strides which have been made in this extremely important phase of education.

Allegiance

GEORGIA E. SHROPSHIRE, *Alhambra*

THE red, white and blue, how we love it!
We praise it to the sky,
But do we cheer for it only
When we see it passing by?

Does the red still stand for strength?
Does loyalty hold in the blue?
Is the white still the symbol of honest endeavor?
Then must we pledge our allegiance anew.

Our roots spread back to the old world
Where they're nourished by traditions fine,
While these roots in turn strengthen
And give new life to the mother vine.

In this, the world's hour of trial,
Selfish greed has long held sway,
Only through broad understanding
Can we hope for a better day.

America still must lead onward
And her purpose be what it seems:
And ours be a land of justice and right
Not a land of hollow dreams.

* * *

San Francisco Public Schools

DR. EDWIN A. LEE, superintendent of schools, City and County of San Francisco, has recently issued a particularly interesting and noteworthy report. This large, handsomely illustrated volume is replete with pictures of school buildings, activities, graphs and statistical tables.

The report includes, states Dr. Lee, "a symposium by the several deputy superintendents, directors and supervisors of the departmental activities of a year marked by two administrations in the superintendency. Therefore, whatever progress is represented in this accounting does not purport to set forth what the new superintendent has done. The greater part of the achievement represents the culmination of work started by my predecessor.

"In this whole situation the most potent of all factors in the successful administration of a large school system is the personality of the classroom teacher. In times of adversity the ability of the teacher becomes more apparent to all whose high privilege it is to visit classes in our public schools. No new course-of-study can ever accomplish its objectives unless it is in the hands of teachers who are aware of the ever widening horizon of our social system and who are conscious of the social changes through which we are now passing."

Secretary's Report

Report of Roy W. Cloud, State Executive Secretary, at C. T. A. Annual Meeting, April 13, 1935, San Francisco.

IN presenting this annual report to the State Council of Education, I do so with the consciousness of the responsibilities which have been reposed in me.

A state teachers association rightly directed is an instrument of great potential power. It is the policy-forming body which must direct the educational activities of those who come most closely into contact with the junior citizens of our commonwealth.

California has an army of 40,000 teachers. They are active every school day combating practices which might be adverse to the best interests of society. They are equally active in directing the formation and fixation of good ideas and habits in the minds and lives of their pupils.

Ninety per cent of this great body of social workers are members of California Teachers Association.

Weekly and monthly the members read the messages sent from headquarters. An average of a thousand personal letters a month go from our office into the schools as answers to queries concerning legal matters, correct educational policy or factual information. Care and study must be observed in order that the right kind of advice is given.

California Teachers Association has endeavored to give its members honest service in return for their loyal support. Committees covering the various activities of our public school system study the problems that have arisen and by a process of analysis endeavor to present procedure not only to meet present needs but also to anticipate future possibilities.

Our research division has assembled materials and has prepared studies which have added greatly to the professional knowledge of the teachers of California.

Our participation in professional gatherings over a period of many years has made possible the attendance of school people of national importance at our Educational gatherings. There is hardly a man of great national prominence in the educational field of the United States and Canada who has not come to California Conventions, and much of the obligation for such attendance has been financed by our Association.

Many of the best laws that are on our statute books and which assure the present welfare of the California Public Schools are there because of the activity of this organization in co-operation with the State Department of Education. Once incorporated into the law, it has been the duty and the pleasure of the Association to see that these protective measures have remained as part of the law of the State.

Our Association also has been the active agent which has prevented the enactment of many proposed measures which would have greatly lowered the standards of education and which might have deprived many of our boys and girls of their rightful heritage.

California has a free public school system of which its citizens can well be proud. California Teachers Association has materially assisted in raising our schools to their present position. I am glad to report today that our Association has never been found wanting when any educational need has arisen.

The teachers of California have good working standards. They have high professional ideals. Certification requirements are strict. Because of the favorable conditions our members are ready and anxious to study and travel in order that they may understand and appreciate the needs of their students.

This annual Council meeting marks the close of my second term as Secretary of California Teachers Association. Eight years ago, upon the request of the Board of Directors, I left my school position and became the executive officer of this organization.

These eight years have been a happy period so far as I am concerned. I believe they have been helpful to the schools of California. Any changes have come through a process of development rather than because of any sudden action.

During the past six years the world has passed through a period of great economic stress. Because of general conditions there have been retrenchments but every child in California has had his educational rights maintained.

Vested interests which would have placed their own selfish welfare above the future happiness of our youth sought to reduce or to destroy educational opportunities. The people of California were informed of the perils. The schools were not wrecked in order that bad financial projects might be salvaged.

We maintain a well-directed publicity department which has functioned in an exceptionally successful manner. News notes and stories of school needs have appeared frequently in many of the newspapers of California. Our staff workers have responded regularly to calls to go into the different communities of California and discuss education with all who wished to listen and to learn.

It is no accident that the present session of the Legislature which is now meeting at Sacra-

mento, has presented very few school proposals of a dangerous nature.

I shall not recount here the accomplishments of your association since 1927—I shall, however, give just a few facts which should be considered.

Today we are a well-knit group which can move forward and guard the interests of our pupils and our members. While not financially affluent we can meet our obligations as they arise.

Our Mark Keppel Loan Fund is unique. No other State organization maintains such a feature. During the past six years hundreds of worthy teachers in dire need have been enabled to meet obligations that could not have been met but for this fund. No member who asked assistance has been refused. The Mark Keppel Fund has paid funeral expenses. It has enabled our members to have proper medical and hospital attention. It has relieved real worries. No security has been demanded and no interest has been charged on many of the loans.

California Teachers Association maintain a legal department which has given advice and information to the members without any cost or obligation. Initiative campaigns for changed procedures have been financed. Though they may not have been successful, the results that have followed have been most beneficial. California Teachers Association carried the financial program for the initiative to place all county school costs as a State obligation. The initiative was not adopted by the people at that time, but the following year by legislative enactment and by ratification of the people, this plan of State support became the law.

The regular weekly broadcast, The New World, presented every Monday morning by C. T. A. over NBC Western network, has carried a real message into thousands of homes.

Not only has our State work progressed, but real constructive public relations programs are being conducted by the Sections.

An outstanding activity of our Southern Section is the teachers home in Pasadena, where retired teachers and those who are no longer able to carry on because of physical disability, find a real home and a ready welcome whenever the need arises. Our members in Southern California are rendering a service to their needy associates that is worthy of the highest commendation.

The teachers of California will ever be indebted to the State Council and to the Board of Directors for the thought and interest given to all problems that have come before them for action.

This year has witnessed changes in our governing board of more than passing consequence. President Willard E. Givens was called to greater activity and is secretary of the National Educational Association. We are fortunate in having as his successor President Sexson who has himself served as an Executive Secretary of a sister state educational association. His appreciation of the various activities is making his service most worthwhile. We indeed owe to him and to the other directors a real debt for their unselfish devotion to the task of carrying on a worthy school program.

Personally, I am indebted to the Council and to the Directors for the great consideration they have given my requests and for the co-operation that they have accorded me.

To my associates at headquarters I give my sincere thanks. They have ever been willing to carry more than their full share of the responsibilities. I also wish here to express my heartiest thanks to the presidents and secretaries of the six Sections for their readiness to carry out the requests I have made of them.

Herewith you will find a statement as to the financial program of California Teachers Association:

Revenues	1933	1934
Memberships	$65,823.50	$67,431.50
Advertising Sales	7,836.13	9,887.18
Placement Commissions	5,882.45	9,573.03
Subscriptions	141.50	195.88
Miscellaneous Receipts	1,409.38	570.93
	$81,092.96	$87,658.52
Expenses		
Board of Directors	$ 812.60	$ 735.08
Council Expense	12,160.81	9,991.92
Classroom Teachers and Affiliated Organizations	721.75	1,188.50
Emergency Educational Relief, San Francisco		701.54
Management	25,396.70	26,980.49
Sierra Educational News	31,990.72	30,831.06
Placement	11,175.73	11,101.40
	$82,258.31	$81,529.99

Deficit, 1933—$1,165.35. Balance, 1934—$6,128.53

During the two years previous, 1932 and 1933, our expenditures were greater than our income. I am happy that we are able to carry over a substantial balance from 1934.

If the teachers of California are willing to work together as a unit, education will function as it should—and the boys and girls of California will receive the privileges that are rightly theirs.

Respectfully submitted,
ROY W. CLOUD
State Executive Secretary

Visual Aids and the Classroom Teacher

WILLARD MORRILL BROWN, *Teacher, English Department, Polytechnic Evening High School, Los Angeles*

TEACHERS who make skillful and efficient use of visual aids will be well repaid by the response which they receive in their classes. With the use of visual aids, history is re-lived, distant scenes are brought into the classroom itself; and literature supplemented in this way captures the attention of the student, fires and stimulates his interest, and reinforces his imaginative faculties with a new and delightful realism. Needless to say, the teacher who has such forces at her complete and successful command is well on the road to mastery in the classroom.

Extensive visits to the visual education departments of the public schools of Long Beach, San Francisco and Los Angeles, and a year spent as chairman of the secondary committee on visual education in the city of Fresno have convinced the writer that this is indeed an important and growing field.

The proper use of visual aids requires careful study and preparation. They must not be expected to carry the full burden of the learning process, but should supplement rather than replace other methods of instruction. They may be used profitably to enrich other course of study materials, and occasionally they will serve as a particularly helpful way to introduce a new lesson topic.

Visual aids should never be used in a haphazard fashion, nor for entertainment purposes only. This is especially true when they are used during the regular classroom period. In certain art classes, of course, the place of visual materials is of primary rather than of supplementary interest. However, in social science, English, and the other general academic subjects, it is well to bear in mind that "a good picture is worth ten thousand words." Nevertheless, the classroom teacher must always carefully avoid the development of a situation where analysis would indicate the "sideshow" to be "running away with the rest of the performance."

Having stated the foregoing general principles which govern the use of visual aids it may now be well for us to list briefly some of the points that govern their efficient utilization. It is best in a short article, such as this, that a single list only be made, and that so far as possible the suggestions be stated in a positive rather than in a negative way.

Suggestions to the Classroom Teacher

1. Become familiar with your visual education department and the type of service which it offers in your particular field.

2. Remember that some students are more eye-minded than ear-minded and, by the use of visual and graphic aids, enrich their opportunity in the classroom.

3. Learn to operate the various kinds of visual education equipment available for teacher use in the classroom.

4. Teach your more reliable students to assist you in handling lantern slides, still films, and the other simpler forms of equipment.

5. Before using lantern slides be sure that they are arranged in a meaningful and logical order. This also applies to cards or pictures that may be used with the reflector type of equipment.

6. Call for and return all borrowed equipment and supplies on time. Full co-operation with the visual education department is of great importance.

7. Plan all visual aid use well ahead of time. This is particularly important when a special room or special equipment must be scheduled.

8. Remember that it is an excellent rule to use visual aids only when their value is greater than that of other available forms of customary classroom procedure.

9. Visual aids call for skill in the ability to teach appreciation. They offer a real opportunity for inspirational teaching.

10. Urge capable students to collect their own materials and develop them, under careful supervision, into visual education projects from which other students may benefit.

* * *

Tercentenary Celebration Souvenir Book

THE souvenir book commemorating the 300th anniversary of American Secondary Education is now being distributed. It is the February issue of Scholastic, the national high school weekly, and comprises 120 pages profusely illustrated. Copies of this admirably edited brochure at 50 cents each may be obtained by addressing M. R. Robinson, 155 East Forty-fourth Street, New York City.

A County Public Relations Program

TENE C. CAMERON, *Director, Rural Education, Santa Barbara County Schools*

AS part of the supervisory program of Santa Barbara County, public relations programs are proving highly successful in bringing about (1) closer relationships between the school and the members of the community, and (2) a very much better understanding and appreciation of what the modern educational program is trying to do for the child.

Each school under supervision is asked to give at least two demonstrations of modern methods in Grades One to Eight, in two fields during the year, the choice to be made from the following: reading, including literature, English and spelling, social studies, physical education and music. (The last two subjects to be given in one program because they are easily shown together.)

In preparation for these programs, the supervisors prepare topics covering the method for each grade in each subject, page the most pertinent references, and send a copy to each teacher.

The teachers hold the classroom demonstration, then review present methods in the subject through all the grades, contrasting with methods of an earlier period perhaps, and emphasizing the necessity for changed techniques to meet new demands.

The parents present topics which do not entail much teaching technique, such as: What changes in our social order have been responsible for the shift of emphasis in our school methods? or, What is meant by reading readiness?

The meeting is then thrown open for general discussion by the group, at the conclusion of which the parents are invited to ask questions about any other activities of the school that they do not understand, or upon which they may wish additional information. At the close of the meeting the parents choose the subject they wish to see demonstrated, and discussed at the next meeting.

The teachers are co-operating in a splendid manner, and have done some commendable demonstration teaching. They have checked their technique carefully with the supervisors, and have read widely, that they may be sure to show the best modern methods, and do their best teaching. Teachers in adjoining districts often visit the school holding a program, thus learning from each other.

These programs, while proving most profitable from many points of view, do not entail any more additional work than any good teacher is always glad to give.

* * *

O Beautiful Flag

FRED POSTMA, *Eighth Grade, Artesia Grammar School; Mrs. Faye C. Ross, Teacher*

O BEAUTIFUL Flag of the United States
Most beautiful flag of all.
Your stars and stripes, they stand out bright.
The Flag that never falls.

O Flag of our dear Country.
It's never old but always new.
Most beautiful Flag of all the earth,
The Flag that's red, white, and blue.

O beautiful Flag the people love
And serve both young and old.
The Flag that everybody loves,
The Flag that always holds.

O Flag of both the rich and poor,
The weak love thee, also the strong.
The Flag that everybody loves,
The Flag that's ever used in song.

The Flag that's always waving bright
In wind, sunshine or in rain.
O Flag you will be praised and loved.
You always will remain.

Fred is a new boy in the school and has not been over very long from Holland.—Mrs. Ross.

California Teachers Association offers placement service at nominal cost to its members. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

You Too, Can Be Successful

A paper on method in education to end papers on method in education

ROLLAND H. UPTON, *District Superintendent, Buena Park, California*

CRANE was tired of being an obscure educator. He wanted his name to be bandied about on other people's tongues. He wanted to be known as one of the leaders of his profession and he wanted this to happen while he was still young enough to enjoy it.

There were, he reflected, at least two ways in which he could achieve this result. One was to publish a statistical survey involving great quantities of work covering some problem in education. The other was to write an article showing how all previous methods in education were wasteful and wrong and how the one he had just developed was what the world had been waiting for.

He glanced at his watch, the reward of a discreet suggestion to last year's graduating class. It was three o'clock in the afternoon. He looked at the desk thermometer, the gift of an enterprising janitor-supply house. That instrument showed 98°F. Surely it was no time to begin a statistical survey. Furthermore, he wished, if possible, to become famous before the winter weather set in. The Crane men were noted for their quick decisions. A new educational method was about to be born.

Ichabod selected a quire of clean white paper and instructed the secretary to sharpen a half-dozen pencils. There remained three hours until dinner-time. He could just make it. The first thing, of course, was to choose a catch phrase people could associate with his name and the Sleepy Hollow School System. The words should be easy to remember and above all show that he was devoted to the cause of education for the children's sake. Such a phrase, he felt, would give the whole plan a note of sincerity which it seemed to have been lacking.

A number of good phrases presented themselves, but they had all been used. One had to be careful about that. No use putting in a—what was the word—ah, yes, plug. No use plugging somebody else. It didn't have to be much different. In fact if it were too much different he might be thought unsound—that is in theory. He toyed for a moment with a few successful phrases and was rewarded with an idea.

"Childize," he said to himself. "Simple, sincere, sound. It was enough different too. Childize the schools of America!"

"That's Crane," people would say, "Superintendent of the Sleepy Hollow city schools. He's the father of the childized school. No, not the child-concentrated school, the childized school. Something entirely new!"

Well, it was a good start. Now to work out a new philosophy of education and a method to go with it. He glanced again at his watch. Fifteen minutes gone and only the title finished. He could save time by working out the method first and fitting the philosophy to it afterwards. The method would be easy. All that needed to be done about method was to describe the kind of teaching good instructors had followed for the past quarter of a century, being careful, of course, to use new adjectives wherever possible. Words like activity, integrate, correlate, progressive, unit, project and the like would have to be avoided, although it would be permissible to talk about what the words described!

Ichabod reached for his thesaurus. For five minutes he buried himself in its erudite depths. When he emerged his new teaching method was complete. It would be known as the "Activated Procedure." It meant, of course, activity program but it did not smack so much of puppet-shows and pet-farms. Not that there was anything wrong with puppet-shows and pet-farms. They would be found in the activated plan of procedure but their motivation would be completely childized.

Ichabod, who by this time was rapidly besmirching the pristine clean white paper, paused to consider the word, "motivation." Wasn't it the property of an already famous educator? He reluctantly erased it and substituted "incitation."

"To childize the school, to really activate the procedure," wrote Ichabod, "the great bulk of method with which our educational system has so long been saddled, must be discarded. Too much attention has been directed toward developing the minds of children. A child's mind needs no outside development. It is like—."

Ichabod paused. The lily idea had already been used. Oh, why had he been born so late! "It is like an amaryllis." (Maybe that would get by.) "No one has ever developed an amaryllis. The person interested in its culture

sees to it that the flower is exposed to plenty of sunshine and nourishment and the beautiful amaryllis unfolds when it reaches the proper stage of its development. 'Activated Procedure' is really very simple,—"

He regarded the word "simple." There was always the possibility that some unkind person would put the wrong construction on the phrase. He again consulted the thesaurus. "Artless, pure, plain, unsophisticated, childlike, natural," he read.

"'Activated Procedure' is really very natural." (That was better.) "It recognizes the fact that the child's mind should develop naturally. What it needs is nourishment, not stimulus. In a childized school the pupil chooses his own—" (not "activity," where's that thesaurus?) "empressment" (Hope it's all right.) "just as the amaryllis reaches out its own roots for food. When the proper time for the flower to extend its petals has arrived it will do so, and so too, will the child express his desire when the proper time has come for him to read. Who ever heard of a regimented bed of flowers bursting into bloom at a given signal. Is it not equally absurd to presume that a group of children are ready for the same development at once?" (By the lord Harry, I believe that's the truth!)

The Little Amaryllis!

"There is but one immutable law of youth—" (I might just as well keep this book open to that word "activity.") "movement. The inside of the little amaryllis bulb—" (They do start from bulbs, don't they?) "must undergo rapid changes before it can fulfil its mission in life. So too must the child. How criminal to stifle this activity,—" (Using the word just once won't hurt anything.) how wicked to put these little flowers in seats and force them to read and write at the very time their souls are craving for freedom.

"In the childized school where the procedure is activated, these crimes are not permitted." (If anything comes of this article I can take the desks out of the classrooms and put in tables.) "The teacher is the gardener in the little flower bed intrusted to her care and a very wise gardener she is indeed. She permits her little amaryllis blossoms—" (That's safe enough. All flowers have blossoms.) "to push their way to the light, always seeing to it that there is plenty of the soil of work, the fresh air of variety and the sunshine of happiness."

Ichabod surveyed his work. There was always the danger of being too specific. People on the road to fame had to be careful about that. Witness what happens to political candidates when they talk about other things than the flag and the home. On the other hand he felt that the manuscript, as it stood, lacked something. The divine afflatus, as it were, was missing. Mature consideration pointed to but one logical course. He must make an appeal to the educators of America. There were two possible motifs for this appeal, both excellent. There was the one that started, "In these trying days of economic and social depression—" and there was the one that summed up the situation by saying, "The harvest truly is ripe."

The depression appeal was timely but rather overdone. Not only that, but he doubted whether it was patriotic to use it any more. The harvest idea presented wonderful possibilities. For one thing it had to do with plants and would fit right into the amaryllis theme.

"Fellow educators awake!" the manuscript continued. "The harvest is ripe!" (No, that won't do. These plants are growing.) "Fellow educators awake! What will the harvest be? Will the fields of America be ripe tomorrow with the fragrant white blossoms of well nurtured flowers or will the social landscape mock us with the desolate picture of a cultural drought. The great crying need of the American child is not training. It is nourishment. Let us be awake to provide the food for the growth of his mind and soul and his training will take care of itself."

The father of the childized school laid down his pencil and ran his finger around the inner rim of his wilted collar. The article was finished. He surveyed it fondly as a parent (not a teacher) does a precocious child. The name Ichabod Crane would soon be brought into a hundred thousand homes and offices. He looked at it as though he were seeing it for the first time as the property of another. It was a plain name. Perhaps—. The pencil drew a thin black

through the author's signature and above it appeared the words, Ikbod Crayne.

* * *

American Reading Instruction

DR. NILA BANTON SMITH, dean of the school of education, Whittier College, is author of "American Reading Instruction," its development and its significance in gaining a perspective on current practices in reading.

This volume of 300 pages is the first published history of American reading instruction. Accompanying the book are two charts, outlining the developments in reading materials and methods. Reading was the most important subject in our early American schools, and it has continued to be the most important subject, declares Dr. Smith, through all the years of national growth. The publishers are Silver, Burdett and Company.

The Report Card and Character Training

RONALD W. COX, *Social Studies, Westwood Junior-Senior High School*

PRACTICE and Pedagogy have no trouble agreeing that the school is primarily a character building agency. Instruction in the three R's, "Reading, Riting, and Rithmetic," has been dominated by the teaching of the three C's, "Character, Culture, and Citizenship." Such a domination is justified and even those who assume that character development follows academic achievement and goes along with it, are now admitting that the three C's are the end—the subject matter is merely the tools.

We have carried some of this philosophy into the schools. Why not carry it home to the parents in a form which will interpret to them the aims and objectives of our schools? The report card is the greatest single contact which the schools have with the parent. It can be used as the greatest means of bringing the parent into closer harmony with the school and its purposes. The teacher parent situation can best be harmonized, it seems, by rendering such a report as will aid materially in expanding materially the parent view as to the general scheme and aim of education.

With this aim in mind the faculty of the Westwood Junior-Senior High School has devised a plan that they hope will further the home-school relationship and show material gains in the important matter of character training. The plan stresses the development of character traits, or as they have been named, "Qualities Which Make for Success." It is felt that it tends to minimize the importance of the academic achievement grade and brings to the front emphasis on character, and other traits which make for better living.

Reports are given twice each semester.

The "Qualities Which Make for Success" are given a dominate place on the front of the card. It is through these that the parents see more than ever the aims of the school. As a means of judging the pupils it has been tried to make the "qualities" capable of some breadth of judgment, and the scale of marking flexible enough to distinguish between the degree of development of the qualities.

The scale for marking the "Qualities" is:

Well developed traits are marked.....W
Traits needing improvement are marked.....I
Traits not observed by teacher are marked....N
Home co-operation needed to secure improvement in traits.....C

The "Qualities Which Make for Success" are:

Does he work up to his capacity?

Does he use his class time well?

Does he keep his property and books in good condition?

Is he at the right place, at the right time, equipped for work?

Does he stick to his task until completed?

Does he complete his task on time?

Does he show accuracy and correctness in his work?

Is he respectful and courteous to other students and teachers?

Does he really work for the good of his class and school?

For grading academic achievement a four point marking scale has been adopted. The old system of grading—A, B, C, D, Inc, F—with the plus and minus grades often resulted in a 15 point scale. The plan adopted reduces it to a strict four point scale. It is due to its nomenclature, easily interpreted. It has the further advantage of working in well with a plan for the complete elimination of achievement grades. In following years the honor grades might be eliminated. Then eliminate everything but the incomplete—with the idea that no news is good news. Then eliminate all formal announcements, reporting to the parents the deficiencies of their children as soon as such deficiencies are discovered. The plan adopted, and the definition attached to each grade is as follows:

EXcellent—Student doing excellent work for one of his ability.

Satisfactory—Student doing average work for one of his ability.

UNsatisfactory—Student doing work of standard below his ability.

INComplete—Student accomplishing less work than his ability indicates he should complete.

A system of reporting has been adopted to supplement the report cards. Each teacher at his or her discretion shall send to as many parents as is deemed advisable, letters of commendation, of some aspect of the pupil's work. It is hoped that these letters, through commendatory remarks, will build up a positive attitude among the students concerning them. Through this attitude and co-operation on the part of the parent it is hoped that a healthier home-school relation can be brought into existence. A copy of each letter is to be kept on file for use by the counselors or the committee on boys and

girls affairs. Visits with the same purpose as the letters in mind, are encouraged. A report of the visit is also kept in the file for the use of the counselors.

The scholastic honor society has been done away with, and in its place has been erected a society based on character development. The pupil is rated on the "Qualities Which Make for Success" and on the basis of that rating is eligible for the society. The rating is such that approximately the top 25% is included in the membership. It is felt that through such a society the pupils will be more impressed with those traits which make for a fuller life.

Such is an outline of our reporting system. It is meagre and still in a formative stage. We hope to do more later. We do feel that it is an improvement over the previous system. It is a report which indicates the growth of individuals rather than their relationship to a group. The emphasis is placed on translating the pupil's social, civic and emotional progress, as well as his academic growth. It emphasizes co-operation. It tends to eliminate working for grades. It recognizes ability differences.

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Useful Science For High School

By Henry T. Weed, head of the science department, Girls Commercial High School, Brooklyn; Frank A. Rexford, educational director, Museum of the City of New York; and Franklin B. Carroll, head, department of science, Frankford High School, Philadelphia; 728 pages; price, $1.68. John C. Winston Company.

USEFUL Science for High School explains in interesting and orderly fashion, the basic facts of science which are useful and important to all pupils. The text is divided into 16 units, and the connecting thread between the various units is the study of energy. This approach gives the text a unity and continuity which makes science a fascinating narrative, luring the student on from page to page by sheer interest in the content.

Teachers who are already familiar with Useful Science, Books I and II, by Weed and Rexford, will be particularly interested in this new book. It does not pre-suppose the use of the earlier ones, however, and will prove an excellent choice for any general science teacher who is looking for an up-to-date, well-organized, and attractive text in this field.

* * *

Laura E. Richards has written a biography of her distinguished father, Samuel Gridley Howe. The publishers, D. Appleton-Century Company, have brought out the book on the author's 85th birthday. It is a notable book by an able writer who forms a link with the long past.

A California Mission Project

We received from Gonzales Union High School a beautiful large portfolio, comprising typewritten accounts of the California Missions, together with many illustrations. At our request Mr. Bougher has supplied the following data.—Ed.

THE portfolio is a small part of the work of one student, Marguerite Schellhaas, a sophomore in Gonzales Union High School.

Toward the close of last year a number of students asked me to offer a course in California History. Mr. Kelly kindly consented to schedule the course. We opened the fall term with a class of ten students. There are no freshmen in the class, but all upper classes are represented.

During the first semester we had no text, but presented the Spanish and Mexican period of California's history through lectures, outside readings, reports and projects. Marguerite's work has been most outstanding. She took the missions for her project and in addition to preparing the notebook which you have seen, has prepared a number of large charts, one for each of several of the missions. These charts are beautifully illustrated with pen-and-ink sketches of the missions and life centering about them, together with interesting write-ups and statistics.

There is quite an interest in the course. All students have contributed liberally toward its success, though not all with such artistic effect.

We are using Gray's History of California this semester in connection with our study of the American period. The pictures and material for our project work have come from newspapers, magazines and books. California Motor Land has supplied us with much of the illustrative material.—E. W. Bougher, Instructor in History.

* * *

Health Section of the World Federation of Education Associations extends a cordial invitation to teachers and school health workers in California to join the travel and study tour to Russia and the Baltic countries in connection with the August meeting of the federation at Oxford, England. Those who are interested should apply for further information to the chairman of the health section, Professor C. E. Turner, Massachusetts Institute of Technology, Cambridge, Massachusetts.

* * *

General Principles of Language

D. C. HEATH & COMPANY, in their Modern Language series, has now brought out "General Principles of Language and Introduction to Foreign Language Study," by Dr. W. W. Blancke of South Philadelphia.

This manual of 475 pages may be used as an introduction to foreign language study, or as a substitute for linguistically less endowed pupils, or as an adjunct to the standard work in English. It covers language in general, language family, story of the alphabet, and Latin, French, Spanish, Italian, and German. It is an exceptionally well-prepared survey text.

Home-made Hectograph

IRIS V. RATHBUN, *Home Economics Teacher*
Garfield Junior High School, Oakland

THE home-made hectograph described herewith will greatly aid the teacher in presenting supplementary material to the class. It will be found valuable as a time saver, to both teacher and pupil, in presenting daily instructional material and checking pupil accomplishment.

Every teacher will find it valuable to have a hectograph in the classroom even though the school office has a duplicating machine. Pupil interest and participation may be stimulated in every class by having the hectograph available to the pupils during the regular period of activity.

This hectograph is inexpensive and easily and quickly prepared; the cost being approximately $1.25, depending upon the varying cost of materials. Seventy-five to 100 copies may be made from one type-written carbon copy.

I	II
2 oz. gelatine	2 oz. gelatine
12 oz. glycerine	12 oz. glycerine
1 oz. kaolin	3 cups water
3 cups water	

Put the water in the top of a double boiler and sprinkle the gelatine on top of the water. When the gelatine becomes thoroughly soaked stir over hot water until the gelatine is dissolved. (If kaolin is used add to the cold gelatine solution.) Add the glycerine slowly, stirring constantly. Cook twenty minues in a double boiler after the last drop of glycerine is added, stirring occasionally.

Pour the hot solution into a shallow pan which measures about ten by twelve inches. (To prevent a tin pan from rusting oil slightly). Remove foam and bubbles by passing the edge of a sheet of paper over the surface. Place the pan in a level position and allow to cool at least twelve hours.

Before using the hectograph moisten the surface slightly with a soft cloth wrung out of cold water. Place the copy face downward for about two minutes to ink the hectograph. If the paper sticks or pulls while the hectograph is being used the surface should be moistened with a damp cloth.

After the hectograph is used the surface should be wiped with a cloth saturated with cold water. The excess ink will be absorbed by the compound and the hectograph will be ready for use after about 12 hours.

If the surface becomes dry and cracked, or worn and ragged from use it may be heated in the oven and cooled to renew the surface. When not in use cover the hectograph to protect the surface from dust, and store in a cool place.

The copy may be prepared with a hectograph carbon, hectograph pencil, hectograph typewriter ribbon, or hectograph ink. Hectograph ink may be purchased in the following colors: purple, red, black, green, and blue.

* * *

School Building Needs

"THE Nation's School Building Needs" is a recent bulletin of 36 pages published by the Research Division of National Education Association.

In the summary of this valuable monograph, it is stated: "During the present crisis, thousands of school districts which lack sufficient resources for current operating expenses can do little to provide needed housing facilities. Other communities, however, in which buildings can be erected without despoiling the budget for instructional purposes, should no longer neglect their building programs.

"In addition, during the immediate future, while it is necessary for the federal government to give employment to men unable to find a place in industry, no better public works project is available than the construction of needed school buildings. Generous provisions for such projects should be made in whatever public works program the federal government pursues."

* * *

AMERICAN CITIZENSHIP has been printed by Yale University Press for distribution in the adult education field. This booklet pictures the governmental structure in outline for the use of new citizens, and is designed to further the appreciation of American citizenship. Requests for free copies should be sent to the Aline Brothier Morris Fund, 76 William Street, New York City.

* * *

A NEW unit in the Curriculum Foundation Series, published by Scott, Foresman and Company, is "Art Stories," book two, by Whitford, Liek, and Gray. The book is abundantly illustrated in color. By providing work-type reading in a highly motivated situation, and by teaching a specialized vocabulary (in addition to providing drill on basal words), Art Stories also gives valuable reading training.

Unit on Mexico

LENNA GORDON, *Teacher, Claremont Elementary School; Eva D. Edwards, Principal*

A VERY interesting and worthwhile unit on Mexico was carried out in the Fourth and Fifth Grade room this past semester. The children's interest in Mexico was secured by the reading of Aztec Indian legends.

The children wished to know more about the Aztecs and became quite enthralled in the romantic conquest of Mexico by Cortez and his adventurous soldiers. From that point on the children were eager to learn all they could about the Mexico of today, and were constantly noting which features of modern Mexican life are outgrowths of the Spanish conquest and which are survivals of the Aztec and Mayan civilizations.

Throughout the unit the children acquired a large part of their information from reading a series of mimeographed papers touching on the most important phases of Mexican life. These papers started with the yesterday of Mexico and covered the homes, clothing, food, markets, modes of travel and transportation, also amusements which are typical and most prevalent in Mexico today.

Other papers covered hacienda life, city life, industries, the highlights of importance and interest in Mexico City today. The children also read with great enjoyment mimeographed sheets on outstanding Mexican holidays, such as the "Day of the Dead," "Judas Iscariot Day" and "Christmas."

This mimeographed work was supplemented by reading in the few adequate children's books available on Mexico. The more useful of these were Gains: Lucita, George: Little Journey to Mexico and Central America, and Perkins: Mexican Twins. Also the teacher read aloud to the class several story books which contained excellent and colorful material about the people of Mexico and their customs. These were: Gay: Pancho and His Burro, Morrow: The Painted Pig, and Thomas': The Burro's Money Bag.

A vast quantity of visual material was utilized in this unit. The Los Angeles County Department of Visual Education supplied some very excellent pictures covering all phases of Mexican life. National Geographies dating from 1910 to December, 1934, were brought to school by the children and eagerly perused by them. Objects of native handicraft such as serapes, Mexican glassware, pottery, baskets, lacquer work, straw toys, and the like were brought to school by the children and formed a small museum of Mexican arts and crafts which were never without an audience of children.

The predominating desire of the teacher, aside from the usual academic objectives of reading, language expression, spelling and penmanship, was to create in the children a sincere and genuine intelligent appreciation of the life and customs of our Mexican neighbors. The enthusiasm and eagerness displayed by the children throughout the unit was more than even the teacher had hoped for.

Mexico was the primary interest in the children's lives for a period of two and a half months. Parents reported that it was also one of the chief sources of conversation at home. One amused, but pleased, mother even said that she took her daughter to a Mexican restaurant upon the child's request so that her daughter might try out her scanty vocabulary of Spanish words relating to food upon a Mexican waiter.

In studying about a people so rich in native handicraft as the Mexicans, it is natural that there should be a great deal of handiwork incorporated in the activity; so it was in ours. When we studied the climate and topography, the children pored over their maps and drew maps of Mexico on scratch paper at spare moments.

When the teacher suggesed drawing illustrated maps with crayola upon muslin, the children worked eagerly and carefully to produce maps to their own satisfaction. These were then shellaced by the children and mounted around the room. One boy was so enthusiastic that he asked permission to make a sawdust relief map. He brought to school all the materials needed, except the glue sizing, and working very accurately, and entirely upon his own initiative, produced a very creditable relief map of Mexico.

While studying about homes the children planned and made, from adobe bricks, a peon's house. While studying clothing they made four standpatter dolls from wire and papier mache. These they dressed as a peon man and woman, a rich senorita, and a wealthy hacienda owner in a charro suit.

At the first of the unit the children worked on Aztec designs which they shellaced and used as the covers for individual record books of the study. In these books they mounted their own stories and illustrations of the vari-

ous subjects studied. In the back of their books they pasted all the pictures relating to Mexico which they could find.

During the course of the unit the children also engaged in many other worthwhile experiences of interest to them. They wrote a letter to children in a school in Mexico City. They wove reed trays of colored raffia. With the help of a Mexican woman they ground corn upon a metate and made tortillas. They worked with red clay and made peon pottery. They learned to dance the Cucharacha and to sing Cielito Lindo in Spanish. They became familiar with the music, names and stories of the following Mexican music: La Paloma, La Golondrina, Estrellita, Amapola, the Jarabe, and the Mexican National Anthem.

As a culmination of the unit, the entire class went on a trip to Olvera Street in Los Angeles. Here the children experienced all the thrills of a Mexican market. They proudly, and correctly for the most part, used the Spanish words they had acquired, haggled with vendors over prices as efficiently as a native Mexican, watched the mysterious process of preparing enchilladas over an open charcoal stove, tasted strange Mexican candies, thrilled to the sight of the queer pinatas used at Mexican Christmas parties, and were the recipients of much courtesy from the Mexican tradesmen. Jose, the candle-maker, even gave each of the children a handmade candle as a souvenir of their visit.

IT was a glorious culmination to a fascinating unit. I believe that none of those children will ever see a Mexican or a piece of Mexican handiwork, or even read the word, Mexico, without experiencing a feeling of warm friendship, sympathy and understanding. Mexico and her people are real, vivid, and very much alive to those children. Their lives will always be richer because of those stimulating experiences which Mexico connotes to them.

* * *

Willingly to School

ROUND TABLE PRESS has issued "Willingly to School," a book of large photographs of child-learning in a public school.

It has been called the most significant contribution to the literature of elementary education produced in 1934. The 58 dramatic pictures by Wendell MacRae are supplemented by commentary from the school staff of the Fox Meadow School, Westchester County, New York.

Annie A. Moore declares that this thrilling book is worth fifty articles on theory. Teachers, parents, P.-T. A. workers and children themselves will be inspired and stimulated by this truly remarkable portfolio.

Professionally Trained

H. A. SESSIONS, *Hanford, Kings County*

LAST spring, the unit scales of attainment was given all the eighth grades of Kings County. This test has 11 divisions or "subjects" but does not include formal grammar.

The median educational age of the schools was 15 years, 0 months; the norm, 14 years, 8 months; the median chronological age, 14 years, 4 months.

The state office has asked for a report on professional training. It counts those who have not graduated from a college or normal school as not professionally trained.

As a matter of curiosity, I placed in rank order the summaries (class record sheet) of the scores of each school, in two piles—in one, those of schools or classes taught by teachers certificated by county examination; in the other, the summaries of classes or schools taught by those "professionally" trained.

The median from the pile representing the "certificated" teachers gave an educational age of 15 years 1 month. The median from the pile representing the "professionally trained" was 14 years 10 months.

All of the teachers "not professionally trained" were under rural supervision.

Some questions that might be asked:

Is teaching under good supervision professional training?

Is training in colleges always professional?

As a matter of fact, some of the teachers who were certificated, have had more college work in "education" than the college graduates.

Everyone of the "certificated" teachers is a hard worker, intelligent, with the "will to work" co-operatively.

* * *

Co-operative Study of English Methods

A MORE direct carry-over of school instruction into everyday life is a need which has long been recognized by educators and others. Under a grant, the Psychological Institute is conducting a co-operative study in the field of English teaching which has this carry-over as one of its objectives. Schools co-operating in the study, which have introduced the method developed by Dr. L. J. O'Rourke, director of the study, report that instruction given in the English class is carrying over, not only to other classes, but to the playground and the homes of pupils.

A complete demonstration edition for Grades Three and Four is now available. One for Grade Five will be available September 1. Schools desiring to participate in the program may secure further information from The Psychological Institute, 3506 Patterson Street, Washington, D. C.

N. E. A. Kindergarten-Primary

DURING this year this department of the N. E. A. will try to carry out the following program:

1. An effort to insure every child educational opportunities.

2. An extensive survey of the Kindergarten situation throughout the nation.

3. Through the Legislative Commission under Dr. Sidney B. Hall, information regarding Kindergarten Laws and the need of laws, to be given out to each state.

4. An effort to get Federal Aid for cities where Kindergartens have been discontinued. Also the establishment of Nursery Schools under Federal Aid, to help parents in these distressing times.

5. With representation on the Commission for Emergency Education our needs will be brought out, and in this contact get help to carry on.

6. Through small bulletins facts about Kindergarten-Primary education can be provided and sent out.

7. With the establishment of new by-laws and the set-up for small dues of 50 cents we hope to have a part-time secretary in the N. E. A. headquarters in Washington and be able to send out frequent bulletins, have necessary representation on committees, and at the Superintendents' Convention in Atlantic City, and also to organize membership and professional committees in each state.

8. With four Regional Directors in the nation we hope to bring about a stronger organization and a wider membership.

9. Only through organized effort can we prove to the public our needs, and value, and an appreciation of the needs of our little child.

10. Let's sell ourselves by becoming a member in the Department and enlisting professional enthusiasm in the investment in little children.

11. Send your 50 cents to Mrs. Florence Hampton, 1210 Granada Avenue, San Marino, California.

* * *

A lovely photographic picture-book for children about what happens during a nursery-school day is "We Go to Nursery School," by Poppleton and Blatz, published by William Morrow and Company. The many beautiful pictures were taken at St. George's School for Child Study in Toronto.

* * *

Taft School District, James A. Joyce district superintendent, now has a co-ordinating council bulletin. Mrs. Olga B. Leach, visiting teacher, Room 12, Lincoln School, is chairman of the adjustment committee. The Co-ordinating Council brings together public officials and representatives of organizations interested in the welfare of children in order that their efforts may be more effective in meeting the needs of children and youth. As its name implies, it is a council for co-ordinating the efforts of all agencies working in the interests of childhood.

The New World

A record of recent programs

WEEKLY broadcasts NBC Western States Network, over KPO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company, assisted by New World Ensemble, under direction of Louis Ford.

February 25—Pathways to the Golden Rule: the aims of modern education. A. R. Clifton, Los Angeles County superintendent of schools. KECA, Los Angeles. A. J. Cloud, president, San Francisco Junior College.

March 4—The Junior Red Cross in the school. George T. Berry, Pacific Coast director, American Junior Red Cross, San Francisco.

March 11—A Tribute to Rural Boys and Girls. Grace V. Wideman, principal, Gonzales Union Elementary School, Santa Clara County. Jean Hecox, Garfield Junior High School, Berkeley.

March 18—High School Boys and Girls. Mrs. Elise de Celles Beaton, language teacher and counselor, Monterey Union High School.

March 25—Youth's Great Transition. Dr. Willard S. Ford, chief deputy superintendent, Los Angeles City Schools. KECA, Los Angeles. Roy W. Cloud. Carolers, women's chorus, San Francisco State Teachers College under direction of Mrs. Mary W. McCauley.

April 1—Educational Frontiers, Arthur Henry Chamberlain, educational director, California Educational Emergency Program, San Francisco.

April 8—The Cause for the Delinquent Child. Elmer L. Cave, superintendent of schools, Vallejo; president, C. T. A. Bay Section.

April 15—Pan - American Day. Mary Eleanor Peters, San Mateo Junior College; American Association of Teachers of Spanish.

* * *

Junior College Landscape Courses

WILLIAM G. KOHNER of Pasadena Junior College is the author of an article, "Landscape Designing in the Junior College," appearing in a recent issue of N. E. A. Journal.

"There is a trend in California," writes Mr. Kohner, "toward the development of the garden and with this development has come a demand for better garden construction and improvement. Several years ago Pasadena Junior College established a course in landscape designing which has prepared students for such positions as chief gardeners of county parks, assistant superintendents of large cemeteries, employees in nurseries, foremen of large estates, and other positions connected with gardens. Those students interested in landscape designing merely as an avocation have their interest in civic improvement stimulated by many visits to exemplary gardens in the locality. Many of these students have assumed leadership in garden clubs, beautification leagues, and improvement associations."

Teacher Training

For the Integrated Activities Program in Elementary Schools

EMANUEL E. ERICSON, *Director, Division of Industrial Education, Santa Barbara Teachers College*

THE saying that "Telling is not teaching" is an old maxim used in the discussion of educational procedure. We have told teachers in training that the essential requirement of a learning situation is that the pupil be able to make immediate application of what he has learned to the solution of practical life problems.

We have expressed doubts, and rightly so, about a "reservoir" type of knowledge which is supposed to function upon demand at some future date. And so we have lectured to our present and future teachers extensively and intensively through institutes, summer sessions, and regular college courses, in regard to modern methods, correlation, the project method, etc., and now, finally, integration.

Preparing the Teacher

In setting up a curriculum for the training of teachers an attempt has been made in most instances to offer them a variety of courses calculated to give the understanding, the skill, and the knowlelge necessary for future success in the school room. There have been courses in educational psychology, growth and development of the child, art and design, handwork and industrial arts, teaching methods and procedure.

We have taught skills and principles and supposed that when the teacher faced her class she would naturally put these skills and principles together into a functioning integrated activities program. A few might have done so.



A large charcoal drawing depicting fiesta time in Santa Barbara. This illustrates drawings on a large scale in elementary schools

But when the report from the supervisor or the principal comes in, saying that this teacher with this background of training "doesn't seem to be able to use modern methods," "doesn't carry out an activity program," etc., the institution finds itself in the position of the man in the Spanish legend who was given control of the weather over a period of time. He ordered rain in abundance and sunshine to make things grow. His grain grew high and straight. But when the harvest season came the grain did not bend over; there were no kernels in the heads. He had forgotten the wind which was needed to pollinize and fertilize.

Teacher-training programs would seem to have fallen into the same error against which they have cautioned teachers; they have failed to give a chance for integration of the studies, the skills, the knowledge, and to give prospective teachers a chance while in college to get the feel of how things may be applied; how handwork may actually be planned and used in connection with the entire curriculum and what resources may be drawn upon in order to make classroom teaching vital.

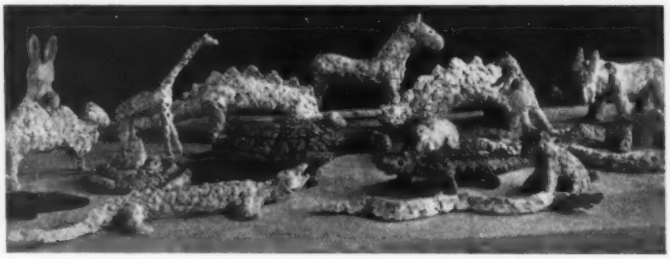


Making large animals from crumpled newspapers covered by pasted paper towels. Students make their own paste. Calcimine or other cheap water-colors are used

A New Course

In order to give a more definite opportunity for "integrating" the integration idea a new series of courses was launched at Santa Barbara for the 1934 Summer session. These courses have since become regular requirements for primary and elementary teachers.

The courses are called "Manipulative Work for the Integrated Activities Curriculum in the Primary Grades," and "Manipulative Work for the Integrated Activities Program in the Elementary Grades," respectively.



Prehistoric and other animals made from paper-towel pulp, by teachers in training

Objectives of the Program

The objectives which have been set up for this particular program have been stated as follows:

1. To have teachers and prospective teachers develop understanding and appreciation of the importance of using handwork activity as a part of regular classroom procedure, and to acquire a knowledge of possibilities for using such activity in the elementary school.

2. To give opportunity to teachers to organize and carry out a variety of representative activities having direct application on the classroom program of primary and elementary grades.

3. To acquire skill in the manipulative processes involved in carrying out such a program in the classroom.

4. To acquire knowledge of various materials useful in the activity program, their sources and origins, and where such materials may be purchased or otherwise procured.

"Integrating" the Training Program

The following points are considered significant in the procedure connected with the operation of this phase of the teachers training program:

1. A portion of time (not over 25%) is used in discussion of the principles involved in the integrated program, evaluating suitable activities for different grades, discussing materials, assigning work, etc.

2. The laboratory method is used, giving ample time for members of the class to obtain manipulative experience in a variety of work One recitation and conference period; and 3 hours of manipulative work per week for one semester are required for 2 semester hours of credit.



Teachers in training. Portion of a class in integrated activities

3. The class is divided into groups, or the members may work individually, perfecting sample activities of their own choosing representing such work as will fit their future teaching. These activities are written up and mimeographed for all members of the class in order that all members may profit fully from all phases of work carried out.

4. Definite demonstrations in the use of tools and materials are given by the instructor covering all processes requiring technique and skill. The teachers-in-training proceed to obtain practice individually in these skills and processes independently of the group activities carried out. These activities will cover such work as soap carving, papier mache, cement work, making paper, paper pulp, linoleum blocks, materials for relief maps, use of clay, weaving, and many others.

5. Each activity is discussed and evaluated by the entire class. Every phase of the work is interpreted in the light of its value as a child activity in the schoolroom.

6. Mimeographed materials covering technical information and operations, lists of references, sources of equipment and supplies, samples of materials, etc., are distributed.

7. Two workrooms with equipment and materials for the various types of work are available. Work tables with definite locations for each person, and storing space for unfinished work are provided.

Examples of Group Activities

The group activities carried out as shown in division 3 in the previous paragraphs are selected from a large variety of possibilities and interests. In order to assist teachers in training to visualize the various avenues of ap-

proach they have been analyzed under the following heads:

1. Geographical: Mexican, Dutch, Japanese, etc.
2. Those depicting modes of living: Tree Dwellers, Cave Dwellers, Lake Dwellers.
3. Those illustrating social and occupational life: a grocery store, a dairy, a city street, a harbor, a fishing village, primitive modes of living.
4. Those illustrating industry: oil, rubber, lumber industry.
5. Seasonal activities and holidays.
6. Literature and reading.
7. Development of transportation.
8. Activities related to foods.
9. The home.
10. The farm.

Examples of Units Leading to Skills

As indicated previously, a knowledge of when and how to integrate handwork activities in the elementary curriculum would not lead to successful results without a definite measure and variety of skills in handling the tools and materials involved. On the basis of this belief a definite list of manipulative processes are required from every member of the groups. These activities are carried out independently of the group projects whenever these projects do not furnish opportunities for their introduction. This phase of the program is not handled as an example for procedure in elementary school but is resorted to in order to equip teachers with necessary craft skill. The following list of suggested work units indicates the scope covered in connection with these activities:

1. Paper tearing and cutting.
2. Modeling with clay, plastecene, paper-pulp, flour and salt, etc.
3. Block printing and stick printing.
4. Book making.
5. Large freehand drawing and posters.
6. Large construction of play houses and scenes.
7. Sand-table technique.
8. Dolls, puppets, and costumes.
9. Special occasions, holidays, etc.
10. Basketry and weaving.
11. Cement and plaster-of-Paris.
12. Soap-making, candle-dipping, paper-making, etc.
13. Enlarging and reducing designs.
14. Schoolroom decorations.

In order that members of the class may use their time to best advantage mimeographed material has been made to substitute for dictation and note-taking whenever possible. All formula, steps of procedure, etc., are presented in this manner.

Mrs. Florence Lyans is the instructor of the work during the regular year; while Mrs. Lennice Eyraud of Bakersfield has charge of the work for the summer session.

Evidence received, through reports of teachers who received this training in the summer session, and through the effects upon student teaching indicates that this attempt to bring together theory and practice into a functioning program is a definite step toward making more resourceful and efficient teachers.

* * *

Natural History Pictures

GAYLE PICKWELL, Ph.D., professor of zoology, San Jose State Teachers College, California; editor, Nature Study Illustrated, and Western Nature Study, is creator of a remarkable series of natural history pictures issued by Publishers Distributing Service, Incorporated, 704 South Spring Street, Los Angeles.

Each unit is a folio of 48 pictures suitable for mounting, framing, display, and circulation. Each picture is 8 by 10 inches in size. Each subject is appropriately enlarged or reduced to accommodate these dimensions. A descriptive textbook of more than 60 pages is included with each set of natural history pictures.

These pictures are from a remarkable collection of several thousand natural history photographs, many of them being the results of unusual photographic opportunities. They represent the work of a highly-trained naturalist who has sought with his camera the story of the out-of-doors in many parts of California. Every picture tells a story. Each picture has a definite place in the complete story of nature. The story given in the accompanying text is presented from an angle that is new to the average student.

The three units published to date are animal studies, desert studies and bird studies.

* * *

Useful English for Beginners

JEANETTE WROTTENBERG BACHRACH of Glendale, is author of a particularly practical and helpful book for illiterates and near-illiterates who are learning the English language. F. A. Owen Publishing Company has recently brought out a new and revised edition, fully illustrated; address, Danville, New York.

Magdalene F. Wanzer, chief, California State Bureau of Immigrant Education, in reviewing this admirable volume, has stated: "Useful is just the right adjective to apply to this text of Mrs. Bachrach's to teach reading and writing to adults. It employs the ubiquitous newspaper toward which the illiterate so enviously turns his eyes when it is as yet a dark mystery to him, just white paper with black marks upon it. To belong to the newspaper reading world is the dream of the illiterate. Recognizing this, Mrs. Bachrach experimented, then finally built her text on the experience of several years' work with newspapers."

"Tales of Old," by the same author, compiled for slightly more advanced adults, is also highly recommended. This book is being used successfully in "opportunity rooms" for foreign children as well as for adults.

Greetings to California

ALEXANDER J. STODDARD, *President of Department of Superintendence, National Educational Association; Superintendent of Schools, Providence, Rhode Island*

THE most common bond between the various states, other than the national government itself, is our vast, far-flung system of public schools. Rhode Island and California represent the morning and the evening of our nation's day, so far apart are they geographically. Yet they are very near neighbors in their educational programs and procedures.

The final resting place of Horace Mann is in the old North Burial Ground in Providence. Last night, I participated in an educational meeting at the Bridgewater Normal School in Massachusetts which he founded as the first state training school for teachers in America. Our schools have gone far since that day, but it is doubtful whether we have exceeded the fond dreams which he had for education of youth. One of the most interesting movements in all history has been that of the establishment of the great, free public school system which he advocated as essential in the life of the democracy.

I have had the privilege for six years of working in the State of the great Henry Barnard. His grave is in Hartford, Connecticut. As you know, he founded two school systems and was the first Commissioner of Education of the United States. The lives of these two great educators are a perpetual inspiration and a constant realization to all of us in New England that these schools throughout the land are our greatest challenge and richest heritage.

In my greetings to you I have mentioned these two pioneers in education because you in California have contributed so much in the development of our educational scheme. We in the other sections of the country have learned to look to California for leadership in many phases of the educational program. You have contributed several statesmen to the hall of fame of American education. Your school system is regarded as one of the foremost in the country. In many fields, you are setting the standards. The East salutes the West in tribute to its contribution to American Education.

California Teachers Salaries

Report of State Committee, C. T. A. Council of Education, San Francisco, April 13, 1935; *Albert S. Colton, Oakland, Chairman*

Here is published the remainder of the report of Mr. Colton's committee; concluded from our May issue.—Ed.

Table II. High Schools

Bay Section	No. of Teachers	Salaries Classroom Teachers Max.	Salaries Classroom Teachers Min.	Salaries Principals Max.	Salaries Principals Min.	Special Tax Rates Maint.
Alameda County						
Alameda	94	$2599	$1810	$4140	$.....	72
Albany	12	2400	1650	2904	.....	70
Amador	9	2670	1800	3300	.....	40
Berkeley	134	2520	1692	4950	4050	63
Emeryville	8	2280	1620	3600	.....	28
Hayward	51	2539	1500	4040	.....	58
Livermore	14	2500	1700	3400	.....	20
Oakland	473	2439	1505	5084	4187	58
Piedmont	34	2736	1734	.....	.....	60
Washington Union	22	2193	1700	3700	.....	25
Contra Costa County						
Antioch	16	2200	1800	4200	.....	57
Carquinez	20	2700	1800	3600	.....	75
Liberty	12	1760	1400	2750	.....	32
Martinez	18	2400	1520	2895	.....	56
Mt. Diablo	29	2493	1560	3938	.....	39
Pittsburg	24	2022	1800	4388	.....	47

	No. of Teachers	Salaries Classroom Teachers Max.	Min.	Salaries Principals Max.	Min.	Special Tax Rates Maint.
Richmond	59	2352	1680	3804	.....	64
San Ramon	9	1800	1300	2500	.....	....
Lake County						
Clear Lake	7	2050	1700	2500	.....	....
Kelseyville	5	1400	1200	2000	.....	....
Lower Lake	4	1550	1400	1900	.....	15
Middletown	4	1600	1400	2100	.....	24
Upper Lake	4	1700	1700	2350	.....	....
Marin County						
San Rafael	28	2250	1710	3600	.....	63
Tamalpais	52	3000	1800	5400	.....	....
Tomales	8	1850	1450	2500	.....	....
Napa County						
Napa	25	3000	1500	4800	.....	35
St. Helena	9	2000	1700	3300	.....	63
San Francisco County						
San Francisco	618	2994	1904	4654	4380	12.8
San Joaquin County						
Lodi	39	2163	1598	5000	.....	21
Linden	8	1943	1619	2429	.....	67
Escalon	9	1750	1500	3000	.....	37
Manteca	17	2250	1400	3600	.....	69
Ripon	11	2100	1500	2500	.....	75
Tracy	20	2300	1700	3250	.....	62
San Mateo County						
Half Moon Bay	8	2250	1800	3600	.....	56
Jefferson	20	2400	1800	5000	.....	72
Pescadero	3	1800	1650	3300	.....	62
San Mateo	89	2618	1916	3790	.....	70
Sequoia	52	2570	1665	5500	.....	68
South San Francisco	21	2835	1800	3600	.....	75
Santa Clara County						
Campbell	21	2150	1700	3600	.....	27
Gilroy	18	2460	1660	.....	.....	43
Live Oak	12	2200	1760	2800	.....	46
Mountain View	20	2400	1600	3960	.....	44
Palo Alto	42	2400	1600	4000	.....	....
San Jose	118	2473	1620	4500	.....	60
Solano County						
Armijo	13	2700	1600	4000	.....	26
Benicia	7	2400	2064	3240	.....	49
Dixon	8	2004	1750	3000	.....	20
Vallejo	29	2280	1767	4500	.....	45
Sonoma County						
Analy	24	2250	1700	4005	.....	50
Cloverdale	5	1650	1500	2000	.....	49
Geyserville	5	1700	1650	2600	.....	66
Healdsburg	17	2580	2040	3240	.....	72
Petaluma	29	2450	1750	2961	.....	62
Santa Rosa	47	2000	1800	3900	.....	57
Sonoma Valley	10	2400	1500	3500	.....	48
Stanislaus County						
Ceres	13	1800	1500	3000	.....	69
Denair	5	1400	1400	2000	.....	40
Hughson	12	1900	1400	3000	.....	30
Oakdale	22	1760	1400	3000	.....	48
Orestimba	10	1850	1456	3000	.....	47
Patterson	12	2200	1600	3000	.....	30
Turlock	30	1950	1500	3500	.....	42
Modesto	65	2200	1500	3800	.....	23
Tuolumne County						
Summerville	7	1800	1400	2500	.....	25
Central Section						
Fresno County						
Caruthers	9	2000	1600	3100	.....	60
Central	18	1800	1300	3000	.....	40
Clovis	19	2392	1381	3000	.....	19

	No. of Teachers	Salaries Classroom Teachers Max.	Min.	Salaries Principals Max.	Min.	Special Tax Rates Maint.
Coalinga	34	2250	1800	3000	.....	37
Dos Palos	13	2500	1700	4000	.....	48
Fowler	19	1800	1400	3000	.....	53
Fresno	126	2351	1332	.....	.....	50
Kerman	16	2150	1475	3300	.....	49
Kingsburg	18	2100	1600	2800	.....	62
Laton	9	1800	1450	2550	.....	70
Parlier	9	1700	1200	2700	.....	15
Reedley	27	2000	1400	4000	.....	22
Riverdale	10	1575	1575	2430	.....	37
Sanger	22	2250	1800	3700	.....	66
Selma	24	2244	1500	3300	.....	72
Sierra	4	1800	1800	2600	.....	67
Kern County						
Delano	15	2560	1825	3750	.....	34
Kern	135	2500	1550	5200	.....	55
Paleto	13	2580	2000	2800	.....	34
Shafter	11	2500	1550	2550	.....	55
Taft	65	2640	1800	5620	.....	48
Tehachapi	5	1750	1400	2550	.....	62
Wasco	15	2500	1800	3600	.....	42
Kings County						
Corcoran	11	2150	1650	3600	.....	45
Hanford	37	2600	1700	4200	.....	55
Lemoore	20	2140	1700	3800	.....	18
Madera County						
Chowchilla	12	1960	1500	2600	.....	30
Madera	27	2400	1500	2800	.....	30
Mariposa County						
Mariposa	8	1800	1550	2600	.....	42
Merced County						
Gustine	9	2000	1700	2900	.....	....
Hilmar	10	1800	1400	3000	.....	15
Le Grand	7	1700	1575	2700	.....	....
Los Banos	15	2200	1850	3500	.....	....
Merced	30	2070	1620	3600	.....	33
Tulare County						
Dinuba	18	2024	1584	3254	.....	36
Exeter	16	1800	1400	3402	.....	....
Lindsay	17	2480	1575	4275	.....	31
Orosi	12	1850	1500	3100	.....	37
Porterville	43	2200	1550	3608	.....	29
Strathmore	9	2160	1500	3645	.....	59
Tulare	32	2400	1600	4550	.....	45
Visalia	43	2500	1800	4500	.....	14
Central Coast Section						
Monterey County						
Gonzales	11	2640	1720	3440	.....	38
King City	15	2600	1890	3600	.....	38
Monterey	36	3081	1779	4950	.....	38
Pacific Grove	17	2200	1800	3400	.....	38
San Benito County						
San Benito	26	3420	1818	4050	.....	35
San Luis Obispo County						
Arroyo	11	2375	1710	3000	.....	35
Coast Union	6	2250	1620	3000	.....	41
Margarita Black	11	1760	1600	3000	.....	62
Paso Robles	19	2160	1700	2750	.....	69
San Luis Obispo	21	2527	1670	3000	.....	51
Templeton	6	1950	1600	2500	.....	42
Santa Cruz County						
Boulder Creek	5	2000	1950	2870	.....	75
Santa Cruz	39	2185	1820	3800	.....	70
Watsonville	40	2160	1530	4610	.....	53
North Coast Section						
Del Norte County						
Del Norte	9	1710	1500	3400	.....	....

	No. of Teachers	Salaries Classroom Teachers Max.	Min.	Salaries Principals Max.	Min.	Special Tax Rates Maint.
Humboldt County						
Arcata	18	2200	1600	3250	.....	26
Ferndale	8	2153	1800	3000	.....	55
Fortuna	21	2600	1600	4375	.....	38
Eureka	32	1965	1400	3300	.....	34.8
South Fork	6	1750	1500	2400	.....	75
Mendocino County						
Anderson	5	1850	1500	2350	.....	35
Fort Bragg	14	2000	1800	3000	.....	32
Hopland	4	1700	1650	2200	.....	26
Leggett Valley	3	2000	1600	2000	.....	32
Mendocino	7	1900	1520	3200	.....	39
Point Arena	5	2000	1300	2400	.....	17
Round Valley	7	1900	1300	1900	.....	23
Ukiah	14	2500	1700	3300	.....	18
Willits	11	2200	1500	2900	.....	36
Trinity County						
Trinity	5	1850	1705	2400	.....	50
Northern Section						
Amador County						
Jackson	8	1900	1700	3000	.....	40
Ione	4	1900	1600	2250	.....	10
Sutter Creek	10	2000	1600	2800	.....	35
Butte County						
Biggs	8	1900	1600	2600	.....	28
Chico	42	2000	1200	5000	.....	18
Durham	9	1800	1400	2500	.....	32
Gridley	16	2200	1575	3600	.....	25
Oroville	23	2000	1550	3600	.....	29
Calaveras County						
Bret Harte	7	2000	1400	2650	.....	58
Calaveras	9	1700	1500	2500	.....	75
Colusa County						
Colusa	12	2400	1500	3800	.....	18
Maxwell	6	1900	1700	2350	.....	15
Pierce	9	2220	1700	3000	.....	20
Princeton	7	2500	1500	3000	.....	15
Williams	7	2000	1500	2500	.....	.....
El Dorado County						
El Dorado	18	2050	1500	3360	.....	23
Glenn County						
Glenn	13	2430	1500	3150	.....	12
Hamilton	7	1800	1500	2700	.....	50
Orland	17	1750	1500	3500	.....	14
Lassen County						
Lassen County	21	1890	1650	4000	.....	25
Westwood	13	2400	1600	4000	.....	11
Modoc County						
Big Valley	5	1800	1500	2500	.....	22
Modoc	12	2050	1615	3666	.....	9
Nevada County						
Grass Valley	14	2304	1656	3000	.....	50
Meadow Lake	4	2500	1700	2500	.....	50
Nevada City	9	1800	1600	2800	.....	70
Placer County						
Lincoln	12	2300	1600	3000	.....	23
Placer County	26	2468	1600	3675	.....	9
Roseville	26	2025	1800	3200	.....	75
Plumas County						
Greenville	7	1750	1650	2860	.....	70
Portola	8	1925	1650	3025	.....	.....
Quincy—Plumas	6	1925	1815	2860	.....	.....
Sacramento County						
Courtland	9	1800	1800	3000	.....	.....
Elk Grove	17	1800	1600	3000	.....	46
Folsom	7	2000	1700	3300	.....	.....
Galt	11	1620	1500	3000	.....	.....

	No. of Teachers	Salaries Classroom Teachers Max.	Min.	Salaries Principals Max.	Min.	Special Tax Rates Maint.
Grant	29	2150	1200	3000	.....	55
Sacramento	158	2498	1596	5076	.....	52.2
San Juan	00	2280	1440	3250	.....	68
Shasta County						
Anderson	8	2550	1500	2910	.....	75
Fall River	7	2250	1400	2700	.....	35
Shasta	24	2394	1700	3933	.....	31
Sierra County						
Sierra Valley	13	1950	1600	2800	.....	....
Siskiyou County						
Dunsmuir	10	2000	1700	3000	.....	70
Etna	6	1710	1450	3000	.....	29
Siskiyou	61	1800	1300	3000	2000	47
Sutter County						
Live Oak	9	2388	1600	2712	.....	08.5
Sutter	17	2200	1600	2750	2600	31
Yuba	22	2495	1700	4200	.....	15
Tehama County						
Corning	10	2000	1000	2800	.....	....
Los Molinos	7	2000	1500	2600	.....	68
Red Bluff	22	2600	1600	4500	.....	....
Yolo County						
Clarksburg	6	2100	1700	3000	.....	46
Davis	7	2400	1800	3864	.....	34
Esparto	9	1900	1600	2450	.....	31
Winters	9	2100	1800	3000	.....	34
Woodland	26	2700	1650	3900	.....	41
Yuba County						
Wheatland	5	1800	1600	2500	.....	26
Southern Section						
Imperial County						
Brawley	28	2298	1800	4500	.....	41
Calipatria	6	1627	1345	2520	.....	32
Calexico	16	2000	1500	3700	.....	39
Central	33	2250	1800	4000	.....	44
Holtville	13	2110	1778	3000	.....	28
Imperial Valley	11	2019	1500	2400	.....	57
Inyo County						
Bishop	10	2300	1800	3700	.....	....
Owens	4	1800	1575	2250	.....	63
Los Angeles County						
Alhambra	121	2040	1360	3400	.....	36
Antelope Valley	27	1593	1350	3135	.....	75
Bonita	20	2120	1970	4000	.....	49
Burbank	34	2800	1620	3600	.....	67
Citrus	28	2150	1450	4800	.....	32
Claremont	16	2168	1800	3600	.....	62
Compton	50	2400	1800	.....	.....	21
Covina	31	2025	1558	5160	.....	65
Downey	23	2000	1500	3880	.....	75
El Monte	30	2238	1500	4128	.....	41
El Segundo	21	2440	1860	4500	.....	26
Excelsior	43	1998	1700	4600	.....	75
Glendale	141	2498	1587	4182	.....	70
Long Beach	229	2460	1577	4240	.....	42
Inglewood	107	2230	1580	3000	.....	42
Los Angeles	2710	2741	1602	4873	3792	36
Monrovia	43	2200	1980	.....	.....	36
Montebello	33	2800	1700	6000	.....	33
Pasadena	164	2890	1360	4250	.....	62
Pomona	48	2160	1620	3510	2250	74
Puente	13	2152	1557	3250	.....	44
Redondo	55	2708	1710	5000	.....	75
Santa Monica	95	2480	1625	4916	.....	75
South Pasadena	32	2423	1454	3796	.....	67
Whittier	75	2142	1700	5136	.....	54

Bay Section	No. of Teachers	Salaries Classroom Teachers Max.	Salaries Classroom Teachers Min.	Salaries Principals Max.	Salaries Principals Min.	Special Tax Rates Maint.
Orange County						
Anaheim	43	2436	1584	4376	.....	63
Brea-Olinda	18	2495	1915	4500	.....	65
Fullerton	28	2600	1500	5000	.....	55
Garden Grove	16	2125	1700	3000	.....	75
Huntington Beach	28	2670	1550	4250	.....	33
Leguna	12	1900	1600	2800	.....	75
Placentia	6	1800	1600	1800	.....	60
Santa Ana	71	2242	1350	4049	2527	75
Tustin	13	2000	1650	4250	.....	41
Riverside County						
Banning	14	2000	1600	3300	.....	49
Beaumont	10	1600	1200	2800	.....	71
Coachella	12	2100	1800	3000	.....	74
Corona	23	2000	1500	2600	.....	65
Elsinore	10	1700	1400	2600	.....	25
Hemet	12	2110	1659	3492	.....	27
Palo Verde	6	1700	1500	1800	.....	36
Perris	9	2000	1500	2400	.....	65
Riverside	58	2600	1500	4000	.....	64
San Jacinto	7	1900	1550	2500	.....	46
San Bernardino County						
Barstow	8	2050	1500	3000	.....	75
Chaffey	66	2750	1600	4400	.....	39
Chino	27	2000	1600	3180	.....	75
Needles	12	2200	1550	4300	.....	75
San Bernardino	60	2180	1520	3990	.....	62
Victor Valley	12	1992	1560	3240	.....	60
San Diego County						
Coronado	14	2700	1700	3900	.....	28
Escondido	19	2250	1692	3816	.....	50
Fallbrook	8	2170	1200	3600	.....	59
Grossmont	27	2246	1500	3745	.....	42
Oceanside	31	2040	1600	3400	.....	17
San Diego	....	2161	1283	3741	3420	47
Sweetwater	26	1938	1530	2295	.....	48
Santa Barbara County						
Carpinteria	10	2340	1800	3705	.....	62
Lompoc	20	2000	1650	4000	.....	56
Santa Barbara	58	2150	1575	3525	.....	18
Santa Maria	43	2542	1650	4700	.....	58
Santa Ynez	8	2250	1700	3400	.....	50
Ventura County						
Fillmore	15	2250	1800	4000	.....	70
Moorpack Memorial	6	1800	1500	3150	.....	....
Nordhoff	13	2075	1600	3000	.....	75
Oxnard	25	2964	2160	4370	.....	32
San Buenaventura	39	2250	1800	4500	.....	57
Santa Paula	20	2550	1800	4375	.....	10
Simi Valley	7	2400	1800	3000	.....	34

Table III. Junior High Schools

Bay Section	No. of Teachers	Salaries Classroom Teachers Max.	Salaries Classroom Teachers Min.	Salaries Principals Max.	Salaries Principals Min.
Alameda County					
Albany	17	$2400	$1650	$2904	$.....
Berkeley	145	2520	1710	4050	4050
Emeryville	6	2160	1560	.....	.....
Oakland	497	2439	1297	4386	3788
Piedmont	11	2622	1572	.....	.....
Contra Costa County					
Antioch	6	1400	1200	.....	.....
Martinez	19	2220	1460	2895	.....
Richmond	60	2250	1620	3180	3000

	No. of Teachers	Salaries Classroom Teachers Max.	Min.	Salaries Principals Max.	Min.
San Francisco County					
San Francisco	395	2702	1737	4106	3878
Santa Clara County					
San Jose	156	2160	1458	3510	3240
Solano County					
Vallejo	30	1824	1425	3088	.....
Sonoma County					
Petaluma	30	2143	1450	2650	1800
Santa Rosa	....	1660	1400	2340	.....
Central Section					
Fresno County					
Coalinga	9	2000	1500	2250	.....
Fresno	123	1943	1332	3145	2775
Tulare County					
Lindsay	6	1436	1223	2052	.....
Central Coast Section					
San Luis Obispo County					
Paso Robbles	7	1663	1500	2250	.....
San Luis Obispo	19	2103	1455	2545	.....
Santa Cruz County					
Santa Cruz	29	1881	1340	2508	.....
Northern Coast Section					
Humboldt County					
Eureka	32	1685	1300	2085	.....
Mendocino County					
Fort Bragg	13	1600	1300	.....	.....
Northern Section					
Sacramento County					
Sacramento	173	2109	1596	3900	2100
Southern Section					
Los Angeles County					
Burbank	38	2275	1440	3100	2900
Claremont	....	1969	1600	.....	.....
Compton	87	2250	1450	2750	.....
Glendale	137	2498	1587	3100	2800
Long Beach	258	2460	1577	3560	.....
Los Angeles	1299	2741	1602	4198	.....
Pasadena	....	2720	1360	3910	.....
Pomona	46	1800	1440	2790	2250
Santa Monica	66	2480	1497	4275	.....
South Pasadena	32	2423	1454	3406	.....
Orange County					
Santa Ana	61	1922	1335	3408	3000
Riverside County					
Corona	16	1550	1250	2200	.....
Hemet	9	1716	1500	2328	.....
Riverside	72	2400	1400	3200	2700
San Bernardino County					
San Bernardino	95	2090	1330	3515	2660
San Diego County					
San Diego	....	2161	1283	3240	2743
Sweetwater	33	1415	1215	2295	2040
Santa Barbara County					
Santa Barbara	68	2150	1500	3450	.....
Ventura County					
Ventura	43	2250	1800	3600	.....

Table IV. Districts having salary schedules higher than salaries paid for school year 1934-1935

Bay Section	Classroom Teachers			
	Max.	Min.	Max.	Min.
	Elementary		High Schools	
Alameda County				
Alameda	$2725	$1500	$2825	$1715
Berkeley	2800	1840	2800	1880
Emeryville	1860	1380	2280	1620
Oakland	2820	1380	2820	1740
Piedmont	2300	1620	2900	1920
Contra Costa County				
Antioch	1700	1200	2700	1800
Pittsburg	1680	1200	2304	1800
Marin County				
San Anselmo	1620	1320	.....	.....
San Rafael	1740	1500	2500	1800
Napa County				
Napa	1660	1400	.....	.....
San Joaquin County				
Lodi	.....	.....	2300	1700
Escalon	.....	.....	1800	1500
San Mateo County				
Burlingame	1920	1500	.....	.....
Redwood City	1920	1320	.....	.....
San Mateo	.....	.....	2820	2040
Sequoia High School	.....	.....	2800	1800
Santa Clara County				
Cupertino	1800	1200	.....	.....
Santa Clara	2000	1450	.....	.....
Solano County				
Vaca Valley	1680	1440	.....	.....
Benicia	.....	.....	2580	2160
Sonoma County				
Healdsburg	1800	1620	.....	.....
Petaluma	1600	1250	3000	1750
Stanislaus County				
Newman	1500	1200	.....	.....
Ceres	.....	.....	2400	1800
Patterson	.....	.....	2850	1800
Central Section				
Fresno County				
Calwa	1600	1200	.....	.....
Caruthers	1700	1350	.....	.....
Fresno	1980	1320	2520	1440
Kerman	.....	.....	2500	1475
Selma	.....	.....	2500	1800
Kern County				
Bakersfield	2000	1400	.....	.....
Kings County				
Corcoran	.....	.....	2400	1650
Chowchilla	.....	.....	2600	1800
Merced County				
Hilman	.....	.....	2400	1800
Los Banos	.....	.....	2400	1900
Tulare County				
Lindsay	1600	1300	2400	1900
Visalia	1550	1200	2700	1800
Dinuba	.....	.....	2500	1800
Central Coast Section				
Monterey County				
Monterey	1600	1300	.....	.....
Soledad	1800	1620	.....	.....
San Luis Obispo County				
Coast Union	.....	.....	2500	1800

	Classroom Teachers			
	Elementary		High Schools	
	Max.	Min.	Max.	Min.
Santa Cruz County				
Santa Cruz	1960	1300	2360	1700
Watsonville	1668	1260	2400	1700
North Coast Section				
Humboldt County				
Eureka	1800	1200	2300	1600
Arcata	.....	.....	2500	1900
Fortuna	.....	.....	3200	1800
Mendocino County				
Ukiah	.....	.....	2400	1800
Northern Section				
Butte County				
Oroville	.....	.....	2500	1800
El Dorado County				
Placerville	1800	1400	.....	.....
Glenn County				
Orland	.....	.....	1500	1200
Glen County High	.....	.....	2700	1800
Lassen County				
Westwood	1600	1260	2700	1800
Placer County				
Placer Union High School	.....	.....	3000	1800
Plumas County				
Portola	.....	.....	2300	2200
Sacramento County				
Sacramento	1980	1500	2700	1680
Bates	1620	1380	.....	.....
Galt	.....	.....	2400	1800
Sutter County				
Live Oak	.....	.....	1400	1250
Yuba City	.....	.....	2800	1800
Tehama County				
Gerber	1400	1200	.....	.....
Red Bluff	.....	.....	2925	1800
Yolo County				
Clarksburg	1580	1400	2200	1800
Davis	1680	1440	2620	1800
Yuba County				
Wheatland	.....	.....	2400	2000
Southern Section				
Imperial County				
Brawley	1645	1350	.....	.....
El Centro	1650	1300	.....	.....
Central Union High School	.....	.....	2400	1800
Imperial Valley Union High School	.....	.....	2400	1800
Los Angeles County				
Arcadia	1850	1400	.....	.....
Azusa	1800	1350	.....	.....
Baldwin Park	1600	1000	.....	.....
Bellflower	1843	1330	.....	.....
Burbank	2150	1400	.....	.....
Claremont	2250	1600	2550	1800
Clearwater	1800	1400	.....	.....
Compton City	2000	1350	.....	.....
Covina	1780	1300	2500	1800
El Segundo	1860	1320	2600	1700
Glendale	2090	1378	3000	1800
Glendora	1700	1550	.....	.....
Hudson	1640	1150	.....	.....
La Verne City	1800	1350	.....	.....
Long Beach	2450	1350	3000	1900
Monrovia	1850	1250	2500	1800
Newhall	1526	.....	.....	.....
Norwalk	1800	1150	.....	.....
Pasadena	2890	1190	2890	1190

	Classroom Teachers			
	Elementary		High Schools	
	Max.	Min.	Max.	Min.
Pomona	1800	1200	2400	1800
San Marino	2400	1300	.....	.....
Santa Monica	1967	1300	2480	1600
San Dimas	1755	1215	.....	.....
South Pasadena	2204	1463	2850	1881
Whittier City	1800	1310	.....	.....
West Whittier	1800	1300	.....	.....
South Whittier	1850	1400	.....	.....
Bonita	.....	.....	2500	1800
Citrus	.....	.....	2500	1800
El Monte	.....	.....	2500	1500
Excelsior	.....	.....	2600	1800
Inglewood	.....	.....	2555	1800
Whittier	.....	.....	2800	1800
Orange County				
El Modena	1500	1200	.....	.....
Huntington Beach	2200	1320	.....	.....
Newport Beach	1800	1392	.....	.....
Olinda	1800	1300	.....	.....
Seal Beach	1625	1300	.....	.....
Garden Grove	2400	1800	.....	.....
Riverside County				
Banning	1800	1200	.....	.....
Hemet	1500	1250	2550	1700
Palo Verde	1635	1215	2500	1700
San Bernardino County				
San Bernardino	2000	1250	2400	1600
San Diego County				
Carlsbad	1800	1215	.....	.....
National City	1500	1200	.....	.....
Oceanside	1600	1155	.....	.....
San Diego	2600	1300	2600	1500
Escondido	.....	.....	2700	1800
Grossmont	.....	.....	2600	1800
Sweetwater	.....	.....	2220	1800
Santa Barbara County				
Santa Barbara	2100	1500	2700	1800
Carpinteria	.....	.....	2450	1900
Ventura County				
Avenue	2050	1500	.....	.....
Santa Paula	1698	1200	.....	.....
Simi Valley	1700	1260	.....	.....
Fillmore	.....	.....	2500	1800
Nordhoff	.....	.....	2250	1800

Integrated Classwork

NUVART ESTHER SAFARJIAN, member, English Department, Huntington Park High School, is author of "A Plan for Integrated Classwork" for the ninth year in Social Studies and English in double and single periods.

This little paper-bound book of 106 pages is the outcome of practical experience with the integration program and will be of specific service to all school people who are working with these problems. It is published by the Wetzell Publishing Company, Los Angeles.

* * *

Grossett and Dunlap, Publishers, have issued three important useful reference books for teachers, readers and all who use the English language. One is a desk book of "25,000 Words Frequently Mispronounced," by Frank H. Vizetelly. The second, "Similes and Their Use," by Grenville Kleiser, is a comprehensive compendium of 385 pages.

The third, "Hartrampf's Vocabularies," 540 pages, by Gustavus A. Hartrampf, is a particularly useful handbook for all who speak and write commercially, socially and professionally.

* * *

HOW We Have Conquered Distance is a companion book to Long Ago, by Bush and Waddell of Wisconsin; published by the Macmillan Company. The 300 pages cover 12 units with many illustrations.

The Nature and Science Readers, also published by Macmillan, include Hunting, Outdoor Visits, Surprises, Through Four Seasons, Science at Home and The Work of the Scientists. Science at Home, recently issued, a book of over 450 pages, has many delightful features, in common with the preceding books. The final volume, Work of the Scientists, will be issued soon.

A Year of the New World

ARTHUR S. GARBETT, *Director of Education, Western Division, National Broadcasting Company, San Francisco*

THE New World has completed its first year. Begun as a network program covering the entire Pacific Coast on a generous basis of co-operation between the National Broadcasting Company and California Teachers Association, the New World has already accomplished a variety of results, including the following:

1. It has helped to give the public a better conception of the aims and ideals of modern education.

2. It has brought many prominent educators before the microphone for the first time, giving them a radio experience which many have found helpful in their other work. While the point of origin is in San Francisco, controls have been shifted from time to time to other points including Seattle, Portland, Los Angeles and San Diego.

3. The New World has contributed toward a better understanding and mutual confidence between educator and broadcaster.

4. California Teachers Association has always given support to efforts made by the Educational Director of the Western Division of the National Broadcasting Company to bring about the socialization of radio education through the co-operation of responsible organizations. The New World is one of a complex of programs which has tended to bring into mutual co-operation with the National Broadcasting Company such important bodies as the State Department of Education, California Teachers Association, University of California, Stanford University, State Congress of Parents and Teachers, California Federation of Women's Clubs, the State Chamber of Commerce, and the California State Automobile Association.

5. The combined use of musical talent and other professional radio service with the specialized professional talent of educators and their pupils has developed new phases of broadcasting technique.

This last point is of more than passing importance. The combined use of music and speech in radio is as yet in its infancy; and to one who has given ten years of thought to the subject, the opportunity for experiment has been most valuable. The mere effort to build a successful radio program having that special form of beauty which comes from unity of design opens up a new world of creative thought.

There is today an increasingly closer relationship between the practitioners of Education and the practitioners of the Liberal Arts. It is the outcome of a profound change in educational philosophy.

As educators change from the method of teaching by precept to that of teaching through experience there is in their philosophy an inevitable shift of ground from the standpoint of the moralist to that of the humanist. The teacher of yesterday was an authoritarian: he had to "know." The teacher of today must "understand." His approach to understanding may be that of the scientist rather than that of the poet; but the imaginative interpretation of his new concepts must be the work of the creative artist.

There are few writers and musicians of today whose notions of human psychology have not been vastly modified by the scientific approach to the understanding of human conduct. Thus as the old alliance between teacher and preacher dissolves a new understanding between poet and pedagogue materializes.

However short of ideal the result may be, there has been a genuine effort in preparing and producing The New World programs to interpret modern education in terms of the good, the true and the beautiful through the media native to radio: speech and music.

* * *

E. G. Gallagher, principal, Cutler Elementary School, Tulare County, reports that the Cutler teaching staff is again enrolled 100% in California Teachers Association. We congratulate Cutler upon this professional record.

* * *

C. H. Congdon, who specializes in educational publications and equipment, has recently issued "Let's Pretend," a portfolio of plays-with-songs for children. It comprises 7 captivating plays by Susanna Myers, 29 charming songs from the Congdon music primer arranged for piano by Harvey Officer, with a primer of play-acting by Susanna Myers.

These plays-with-songs are designed to follow the free play of young children in kindergarten and lead to the more elaborate dramatics of older classes. They are brief, requiring only from 8 to 20 minutes in the acting. They offer opportunity for dances of various forms.



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Song Prize Competition

WITH the belief that American youth of school age should have the experience of singing songs composed by outstanding contemporary American composers, Ginn and Company, educational publishers, announces a prize competition for such songs. The first prize is $500; the second and third prizes, $300 each; and the fourth, fifth and sixth prizes, $100 each. This competition is restricted to United States citizens. A committee of distinguished American musicians and music educators will serve as judges.

Since the requirements for school songs are exacting in such matters as voice ranges and lyrics suitable for school use, Ginn and Company have prepared an outline of the conditions of the competition which should be carefully read by every composer who wishes to submit compositions. It can be secured by addressing E. D. Davis, secretary of the board of judges, 70 Fifth Avenue, New York City. The final date for receiving compositions will be January 10, 1936.

* * *

San Diego County Teachers Association

MRS. VIDA BLAIR HOLLENBECK, President of San Diego County Teachers Association, has had wide professional experience. She began teaching in a "little red schoolhouse" in Ness County, Kansas, in 1913, going from there to graded schools. In 1923-25 she served Ness County as Superintendent of Public Schools.

About that time the opportunities of California called to Mrs. Hollenbeck. After graduating from San Diego State Teachers College, she taught in Salano Beach for two terms. La Mesa Elementary School has been fortunate in securing her services for the past five years. There she lives abundantly, teaching, singing in the church choir, and leading the largest troop of Girl Scouts in San Diego County. Mrs. Hollenbeck, with a rich background of experience, is an inspiration to all her co-workers, who feel the Association is fortunate to secure her professional leadership. Hazel Tripp, Pomerado Union Grammar School, San Diego County.



Vida Blair Hollenbeck

* * *

"Reading To Learn, Book I," is an excellent work-type informational reader by Yoakam, Bagley and Knowlton. It comprises over 400 pages, with many illustrations, and is published by the Macmillan Company.

Elementary School Principals Association

EIGHTH annual meeting of the State Council, California Elementary School Principals Association, was held recently at the Hotel Oakland, with Sarah L. Young, president, in the chair.

The morning session was given over to reports from the six sections presented by the presidents of the sections, and to committee reports presented by committee chairmen. The luncheon hour at noon saw various committees grouped together finishing up necessary business. The afternoon session was devoted to reports from state officers and old and new business. The evening session featured social and cultural activities, with a banquet, music, and a fine talk, followed by the odds and ends of business which had to be taken care of.

O. H. Olson, president, Bay Section; George N. Hale, president, Southern Section; Willard R. Engvall, president, Central Section; William J. Burkhard, president, Northern Section; Joseph D'Anna, president, Central Coast Section, and Hugh B. Stewart, president, North Coast Section, reported many interesting meetings and varied activities from their sections, showing that the elementary principals throughout the state are vitally interested in progressive education.

The report of the Yearbook Committee, Otto W. Bardarson, editor, was most interesting. Every educator should have a copy of the 1935 yearbook entitled "Leisure: Loafing or Living?"

California Elementary School Principals Association officers for the year beginning July 1, 1935, are,—president, Otto W. Bardarson, principal, Sunset School, Carmel; vice-president, William J. Burkhard, principal, Coloma School, Sacramento; secretary, Mrs. Ethel Tudbury, principal, Washington School, Berkeley; treasurer, Mrs. Rose Mann Smith, principal, Terminal School, Los Angeles; editor, Mrs. Gertrude G. Howard, principal, Daniel Freeman School, Inglewood; directors, Sarah L. Young, principal, Parker School, Oakland; Harry L. Buckalew, principal, John C. Fremont and Jefferson Schools, Fresno; Hugh B. Stewart, principal, Grammar School, Arcata; George Newton Hale, principal, Grammar School, Azusa.

• • •

Southern California Botany

J. W. STACEY, INC., distributor of medical and scientific books, 236 Flood Building, San Francisco, calls attention to an important new California handbook, issued under the Scripps Publishing Fund,—"A Manual of Southern California Botany" by Phillip A. Munz, professor of botany, Claremont Colleges.

This authoritative volume of 700 pages, with many illustrations, is recognized as a basic reference work and guide.

• • •

G. & C. Merriam Company announces appointment of Mr. I. E. McLaren as manager of the Educational Department, Merriam-Webster Dictionaries.

WINSTON FLASHES

ALTHOUGH 700,000 students enroll each year in America's 250 correspondence schools and colleges, less than 6 per cent of them ever complete a course and receive a diploma.

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THERE is only one active volcano in the U. S. —Mount Lassen, California.

POP! Goes the WEASEL—a small elongated musteloid digitigrade carnivore. At least, these are the words you will find in some dictionaries under *weasel*—but not, of course, in the one dictionary designed especially for school use—THE WINSTON SIMPLIFIED.

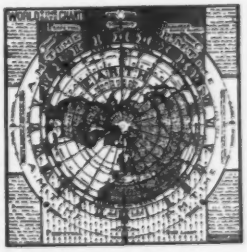
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The March of Science

AMERICAN BOOK COMPANY has published two new volumes in its March of Science series. The authors are Dr. George W. Hunter, lecturer in methods of education and science, Claremont College, and Professor Walter G. Whitman, founder and editor of Science Education.

The titles of these Junior High School texts are "My Own Science Problems" and "Science in Our Social Life." The forewords to the teacher, entitled "Education In The Changing World," are of particular significance. The books are very well printed, well-bound, and abundantly illustrated.

* * *

An important committee, National Council Women in Administration, Bay Section, has issued a valuable five-page mimeographed statement on professional ethics. The members of the committee are: Elsie Van Wych Turner, Mary M. FitzGerald, Lorene Killy, S. Edna Maguire, Grace M. Davis, Clara M. Partridge, chairman.

* * *

California School of Arts and Crafts

THE 29th summer session of California School of Arts and Crafts will present some 25 stimulating courses in the fine and applied arts for teachers, students, and laymen. This Oakland institution is accredited by the State Department of Education.

Practically all of the summer courses to be offered at "Arts and Crafts" are of interest to teachers and supervisors of art. Other summer courses, particularly those in design and the crafts, will appeal to teachers of homemaking and the industrial arts. Groups to receive special consideration this summer include grade teachers called upon to teach art, for whom Ethel Abeel is offering a class in Art for Grade Teachers, and teachers of physical education, who will find Estelle Reed's course in Modern Dance Composition of high interest. In addition, there are always a number who attend summer school purely for the pleasure derived from the arts and crafts.

Summer school at the California School of Arts and Crafts will open on June 24 and close on August 3. Frederick H. Meyer will direct the summer classes, all of which will be held at the school's beautiful campus in Oakland.

Bay Section Honor Schools

Schools enrolled 100% *in California Teachers Association Bay Section for* 1935; *from April* 5 *to May* 8, 1935; *in addition to previous lists.*

Napa County: Wooden Valley.

San Joaquin County: Burwood, Linden Elementary, Naglee.

Sonoma County: City of Santa Rosa, Liberty.

Berkeley City: Whittier.

Oakland: Burbank, Claremont Junior High, Hawthorne, Highland, Lakeview, Laurel, Lincoln, Markham, Melrose.

* * *

Roseville High School is 100%.—Portia F. Moss, Secretary C. T. A. Northern Section, Auburn.

* * *

Handbook on Americanization

DR. LIVINGSTONE PORTER, Supervisor of Americanization and Literary Education, State Department of Education, 311 State Building, Civic Center, Los Angeles, is preparing an annotated bibliography and handbook of materials pertaining to Americanization, Citizenship, Literary Education and the Teaching of English to the Foreign-born. Teachers of these subjects are invited by Dr. Porter to write to him concerning the texts and treatises which they are using. He is particularly eager to learn of mimeographed and of locally issued materials.

* * *

Easy Work and Play in Health

EASY Work and Play in Health—A Follett Work-Text in Health for grades 2 and 3, by Charlotte T. Whitcomb, 64 pages, 8½ by 10 inches, list 20 cents. Follett Publishing Company, Chicago.

The study of health has been too long a matter of reading about health, not enough about doing those things which make for good health. It is, therefore, a pleasure to see in this combined workbook and text enough enjoyable play activities and creative work to make children want to do the things that induce good health habits.

Easy Work and Play in Health falls naturally into five units based on 1. Cleanliness; 2. Food; 3. Play, Posture and Rest; 4. Safety First; 5. Courtesy, with a special device in each unit to carry good habits taught over into the home, the street, the out-of-school life of the child.

Complete in itself with no other textbook required, Easy Work and Play in Health should solve the teachers problem of effectively teaching health to beginners.

California school-people are co-operating with N. E. A. Department of Secondary School Principals in the celebration of the 1935 tercentenary, 300 years of American high schools, 1635-1935. All California secondary schools are recognizing this great tercentennial.

Announcing . . .

California Decisions and Subject Briefs in Business Law

by Manley J. Evans, Hollywood High School, Los Angeles

This case book has been prepared for the purpose of furnishing actual California decisions for use as supplementary case material illustrating the basic subject content of a well-rounded course in Business Law for high schools, junior colleges, colleges, and business schools in California.

In the selection of case material the author has endeavored to present illustrative cases on those subjects most commonly treated by all textbook writers on business law, and therefore the cases will be equally adaptable for use with any text on the subject.

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Community and Separate Property
Joint Tenancy—Tenancy in Common
Homesteads
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Wills
Succession
Miscellaneous: Criminal Law, Personal Injuries Claim, Indian Suffrage and Citizenship, Usury Law, Fire Insurance Policy ("Fallen Building Clause")
Code Citations
Index

California Decisions and Subject Briefs in Business Law contains 394 pages, attractively bound in cloth, list price $2.00; sample copy price, postpaid, $1.00.

The Gregg Publishing Company

PHELAN BUILDING SAN FRANCISCO

Your School Paper

JOHN H. McCOY, *Journalism Instructor*
Santa Ana Junior College

EDUCATIONAL news has long been recognized by the daily and weekly press as of extreme importance to newspaper readers, mainly because all good citizens are interested in the welfare of the schools and colleges of the nation. With this fact constantly before editors, it is not surprising that educational institutions, large and small alike, are among the principal news sources wherever news is disseminated.

That the importance of news and the press to the student has also been recognized by school administrators is evidenced by the great number of journalism courses that have been scheduled during recent years. And certainly the logical outcome of the introduction of the study of the newspaper and its numerous news-gathering agencies in the school program has been the establishment of hundreds of student publications.

Today the school and college press is facing much the same problem as its bigger and more influential brothers, namely, that of covering its field to the entire satisfaction of school readers. Whether or not the student editors are succeeding in their understanding is a much discussed question and one that continues to be worthy of considerable comment and study in every journalism classroom.

I feel certain the question, "What does your school paper print?" has been asked of every journalism adviser on many occasions, and yet it is always a difficult one to answer without definite figures. Those of us who are in constant touch with any given situation are often satisfied to let well enough alone and it frequently takes such a pointed query to arouse our interest.

In an effort to have some basic statistics with which to answer the question which serves as the subject of this article, a survey of the news situation in the Santa Ana high school and junior college was undertaken to actually see what students were studying, writing, and producing in journalism classes. A similar study might be made in any locality with a minimum of effort.

With the close of the first semester of the current school term, journalism students were assigned to measure different issues of their paper in view of arriving at some definite concluson concerning the content of each. The Santa Ana High School Generator and Santa Ana Junior College El Don were selected for the study as copies of each were readily accessible. They are of the same 5-column size, and are published in the same school print shop under identical conditions each week.

Results of the survey, as given here, were totaled in the various divisions into which school news most naturally falls, namely: general news, club news, feature material, sports, editorials, letters to the editor, personal columns, cartoons, photographs, filler material, and advertisements. In the case of El Don, the college weekly, it was necessary to add a "promotional"


EL DON ANNOUNCES ANNUAL FIESTA ESSAY CONTEST

EL DON

GITANAS SPONSOR BENEFIT DANCE TONIGHT

Jaycee To Hold Honor Group Conclave

A promotion story dealing with an essay contest sponsored annually by El Don, Santa Ana Junior College weekly, was given front-page prominence in this issue of April 5, 1935.


ARCHITECT'S DRAWING OF NEW HIGH SCHOOL CAMPUS

The Generator

START WORK ON BUILDINGS NEXT MONDAY

A recent issue of the Santa Ana High School Generator showing how a large cut was used to "dress up" a small page. The Generator measures 11½x16 inches.

Summary of the Contents of All Issues of the Santa Ana Junior College El Don and Santa Ana High School Generator, September, 1934, to February, 1935.

El Don

Type of Material	No. of Articles	Space in Inches	% of Total
General News	328	1371	31.93
Club News	94	223	5.19
Sports	114	572	13.32
Editorials	23	219	5.10
Letters	5	53	1.23
Columns	65	521	12.13
Features	35	173	4.03
Cartoons	12	81	1.89
Photos	10	60	1.40
Promotion	18	81	1.89
Filler	28	16	.37
Advertisements	165	924	21.52
Total	**897**	**4294**	**100.00**

The Generator*

General News	415	1421	34.26
Club News	96	168	4.07
Sports	116	508	12.24
Editorials	28	197	4.77
Letters	11	23	.55
Columns	67	461	11.1
Features	85	353	8.51
Cartoons	8	64	1.54
Filler	48	38	.91
Advertisements	182	915	22.05
Total	**1056**	**4148**	**100.00**

*The photograph classification is omitted from this table as The Generator did not use any pictures during the first semester.

classification as the publication has carried various "booster" stories from time to time.

In analyzing the results of the study it was found that both student newspapers carried about the same amount of news material, editorial comment, and advertisements, but were weak in the publication of news pictures and student opinion.

It is apparent from the statistics obtained that school papers need photographs to enliven their news columns. They would doubtless use them regularly if some means were provided whereby pictures could be obtained at nominal cost. At the present time the Santa Ana publications are using yearbook cuts whenever possible, but these are generally small and rather ineffective.

As for the publication of student comment, it is apparent that the school newspapers need to stir the minds of their readers to a point where more opinions will be forthcoming for the editor's mail box. Results of this and similar studies indicate very clearly that student readers are not sufficiently interested in campus affairs to comment upon them in the columns of their weekly press. It may be noted in this connection that an eastern college paper recently left two complete columns on its editorial page blank with this notation: "These columns are reserved for the expression of student opinion."

In regard to "signed" columns, the survey shows that the publications continue to be guilty of printing too many of these regular weekly features, a fault found in many school papers. In printing the lengthy comments of certain staff writers the papers are obviously taking up a large amount of space that could be used for material of a more newsy nature.

Santa Ana publications expect to profit from the study just completed by changing, altering, or eliminating entirely certain of the material student editors are now habitually using for publication.

Similar surveys might be undertaken by other school publications should they be desirous of learning just exactly what they are publishing at the present time.

If the study can do nothing else it can help in at least two respects: (1) indicate for one's own satisfaction what students are accomplishing, and (2) provide an adequate reply for the question, "What does your school paper print?"

Do We Know Our Children's Parents?

V. E. JASTER, *Principal, Brea Grammar School, Orange County*

HOW many administrators have inwardly quaked at the possibility of a tactless teacher visiting the home of the child. The teacher who visits the home of a pupil is not an investigator as many seem to think; she is a salesman selling the school and the whole program under which she works.

Educators many times have said, "We cannot really teach if we have not visited the homes of the boys and girls that are entrusted to our care."

A certain very successful young man is an aluminum salesman who takes great care to assure himself a welcome in the homes of his prospective customers. Most readers of this article will be aware of the method he uses. He invites the ladies whose acquaintance he should like to make to a dinner in which he demonstrates his wares in the most favorable way. When he then calls upon his prospective customer, he comes as a friend rather than as an intruder.

Educators, generally accept the theory that we should know the parents of all the children in our rooms. Teachers will ask Mr. Principal, "Do you want us to go out after school hours and make a personal visit to every home?" Immediately teachers realize that it takes considerable tact to make a call to any home, especially if they have never met the parent on previous occasions. Teachers are of the opinion that some of these visits would be embarrassing to her and also to the parent. Parents might feel that the teacher is out as an investigator and meet her with the question, "What has John done wrong now?"

All our departmentalized teachers felt the need of a better acquaintance with the parents of the children that we are directing toward a more successful life, and therefore an experiment was tried at the Brea Grammar School recently.

Preparatory to home visits on the part of the teacher, the need was felt of meeting these parents in a social way. After such a friendly meeting, they might feel free to invite us to come to their home some time, or we could stop in for ten minutes after school and remark, "I just dropped in for a few minutes to see how you were, on my way home from school."

The teaching staff, with the home room students, were careful to pave the way for this home visit. A parent - teacher acquaintance program was set up whereby a Mothers' Party was planned for just one home room, and every two weeks a similar party was held in another home room. With a one-room party, it becomes possible to interest most of the parents in attending, as concentration can be given to a small group.

The teacher's purpose was to bring mothers to school, and acquaint them with its activities, to make personal contacts with these mothers and fathers, and TO MAKE POSSIBLE A FUTURE VISIT TO THE HOME. The children's purpose was to entertain mothers at their school home and to tell them about their school work.

The following procedure was used:

1. Teacher suggested to the children the idea of wanting to know all of their mothers.
2. Discussion on how best to meet them.
3. Result—Mothers to be invited to school party.
4. Committees appointed for entertainment, refreshments, decorations, invitations, and reception.
5. Children reported to class all ideas discussed in their committee meetings.

Mother Comes to School

As soon as the child's mother arrives, she takes her to all the rooms, playground, auditorium, etc., showing and telling her about the school and what they do. As mothers return from a general open house visit, they are met at the door by a reception committee of girls who in turn introduce them to all the teachers and other guests and find chairs for them. As the program begins, at 3 p. m., the student master of ceremonies gives a short welcome talk and outlines the general program and school activities. Then a complete school picture is given by running the daily program with five-minute periods, and children of the classes selected to be teachers presiding over the periods in the same manner in which their regular teachers do. After the program cranberry ice, cookies, and tea, made in the cooking room by the children with the help of the home economics teacher are served. The remainder

of the time is used in becoming acquainted with the parents.

Under this plan it was possible to become personally acquainted with 65% of the room parents instead of the 20% who attended the regular P.-T. A. meetings, whom it was impossible to contact before. Thus a greater parent-teacher relationship was developed, as well as a higher interest in the activities, purposes and functions of their modern school home.

* * *

Tribute to Will C. Crawford

A RECENT lead editorial in the San Diego Union pays high tribute to the educational leadership of Will C. Crawford, city superintendent of schools. The Union declares that the wisdom of choosing Mr. Crawford as superintendent "is written conspicuously in the simple, straightforward school record during the year now closing."

* * *

Professor Stewart Teaches at Marshall

PROFESSOR FORDYCE STEWART, State Teachers College, Chico, and President, C. T. A. Northern Section, is teaching this summer at his old alma mater, Marshall College, Huntington, West Virginia. Professor Stewart is making a worthy record in California in educational leadership.



Economical

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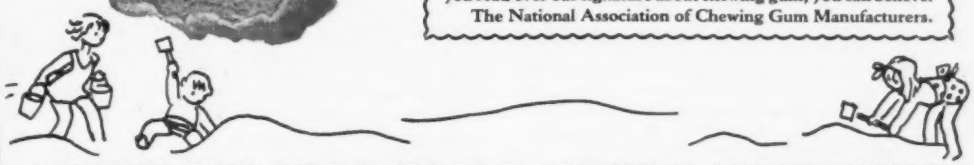
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4 FACTORS THAT HELP TEETH LAST A LIFETIME: PROPER NUTRITION, PERSONAL CARE, DENTAL CARE AND PLENTY OF CHEWING EXERCISE

P-188

C. T. A. Classroom Teachers Meet

CONTINUING its policy of district meetings, the Executive Board of the Department of Classroom Teachers, C. T. A., S. S., recently met in South Pasadena.

During the morning the board were the guests of the South Pasadena Education Association at a meeting in the South Pasadena Junior High School. The program consisted of several musical numbers and talks by Albert Shaw, western director of the Department of Classroom Teachers, N. E. A. George C. Bush, superintendent of South Pasadena City Schools, and Miss Eugenia West Jones, president, Kindergarten-Primary Department, N. E. A.

Mr. Shaw spoke on the proposed reorganization of the N. E. A. urging that every teacher familiarize himself with both the present organization and the proposed reorganization.

Mr. Bush's subject was "The Personal Equation in Teaching." With his own rich experiences as a background, he presented some excellent points regarding the personal qualities which are essential to successful teaching.

Miss Jones told of the growth and development of the Kindergarten-Primary Department, which will celebrate its fiftieth anniversary this summer at Denver.

Following a delightful luncheon, the Executive Board held its regular business meeting, Flora Cohn presiding. Reports of the State Council meeting were given by Miss Cohn, and George Browne. President Sexson's message was heartily endorsed, and the board expressed extreme approval of his re-election.

The report of the Joint Committee on Educational Problems was discussed by Mrs. Bradshaw, chairman of the Education Committee. Mrs. Genevra Davis, chairman of the Legislative Committee, gave a comprehensive report on current legislation.

It was voted by the board that Miss Cohn be the representative of the Classroom Department at the N. E. A. convention in Denver this summer. The next meeting was announced to be held in Alhambra. George E. Browne, chairman, Committee on Public Relations.

* * *

Santa Barbara County Poets

Muriel Edwards, Santa Barbara County superintendent of schools, presents the first little volume of creative verse written by Santa Barbara County children.

This charming little mimeographed brochure with colored pictures by the children is largely the work of Miss Mary Evans, Montecito Union School, who worked faithfully in compiling the collection. Mrs. Edwards has asked that "all lovely, spontaneous expressions of the children be mailed to me, that we may have a wider representation in our next issue."

Hearty congratulations to the children of Santa Barbara County and to their progressive teachers and county superintendent.

Kindergarten Primary Department

DEPARTMENT of Kindergarten-Primary Education, National Education Association, holds its meetings during the annual N. E. A. convention.

The Kindergarten-Primary Department set-up consists of four regional directors, and one membership chairman for each state. California is honored this year and is justly proud that the president of this department is Mrs. Eugenia West Jones of Los Angeles. Mrs. Florence K. Hampton of San Marino is the very able secretary.

* * *

"Curriculum Trends," a 40-page bulletin written by Dr. Laura Zirbes of Ohio State University, has been published by the Association for Childhood Education. "Curriculum Trends" not only gives a general understanding of curriculum changes but also includes two plans by which the reader may be guided in analyzing the curriculum with which he works. A copy may be obtained by sending 35 cents to Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.

* * *

Elm Leaves, an anthology of prose and verse, written, published, set up and printed by the students of San Mateo High School, issued its initial number in May. F. J. McConville, of the faculty in charge of this admirable project, states in an interesting foreword that the anthology represents the best from the past few years at San Mateo. The volume is beautifully printed, illustrated and bound.

* * *

California History

"A Partial List of Organizations in California Interested in California History," is a mimeographed bulletin of 67 pages compiled by the California State Historical Association, Owen C. Coy, director, 3551 University Avenue, Los Angeles. This valuable directory is of great practical value to all workers in the field of California history.

* * *

Dawn Boy of the Pueblos, by Lena Barker Scott, gives the younger reader a true picture of the Zuni Indians with their many strange and beautiful customs. W. Langdon Kihn, the illustrator, is one of the best known portrayers of Indian life in the United States. The book has 16 of his beautiful illustrations, of which 4 are in full color. It is published by John C. Winston Company.

* * *

Among recent appointments to Federal Office of Education vocational education division is Mrs. Doris S. Lewis, Federal agent in home economics for the Pacific States. Mrs. Lewis goes from the position of state supervisor of home economics for the State of Washington, which she has held for the past six years. For two years she was assistant professor of home economics and dean of women in University of Hawaii.

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For Grade Teachers—Classes in art which require no background of special training, including the following course:

Art for Grade Teachers

Miss Ethel Abeel, with her broad art training and her splendid experience as supervisor and teacher, will give a course especially for grade teachers. The subject matter will be landscape, figure, animal, and still life, used both as pictures and designs. Mediums used will include crayon, water color, tempera, and colored chalks. Principles studied will be applied to the decoration of boxes, trays, and wall hangings.

Write for Illustrated Summer Catalog "E"

F. H. Meyer, Director

CALIFORNIA SCHOOL OF ARTS AND CRAFTS

BROADWAY AT COLLEGE AVENUE OAKLAND, CALIFORNIA

Child Labor

COURTENAY DINWIDDIE, general secretary, National Child Labor Committee, 419 Fourth Avenue, New York City, in reporting the year's legislative developments states: "It is evident that the child labor, working hours and minimum wage standards established by the industrial codes temporarily, are still far beyond hope of enactment through individual state action on a scale which would give workable uniformity throughout the country. The 1935 legislatures in 44 states are once more proving the inadequacy of legislation by the separate states as a substitute for nation-wide regulation in safeguarding minors in the field of employment."

President Franklin Delano Roosevelt has declared, "One of the accomplishments under the National Recovery Act which has given me the greatest gratification is the outlawing of child labor. . . . It is my desire that the advances attained through the NRA be made permanent. In the child labor field the obvious method of maintaining the present gains is through ratification of the Child Labor Amendment. I hope this may be achieved." California has ratified the Amendment.

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Palace of Education at America's Exposition enhanced by exotic palms and framed by giant California eucalyptus trees; San Diego.

The San Diego Exposition

(*Continued from Page* 16)

architecture, the ançient Mayan and Indian Pueblo. Little or no ornamentation is used on these buildings, the architects depending almost wholly upon native, living, blooming flowers and vines. These floral decorations growing from concealed planting boxes on the parapets trail over the sides of the buildings in hanging garden effect. The thick and picturesque growth of a great variety of trees, shrubs and flowers over the grounds of the Exposition gives a beautiful and an appropriate setting for the buildings.

There is an impressively long list of exhibit palaces in which are exhibits which will tell the story of mankind's restless urge toward achievement from the time Juan Rodriguez Cabrillo sailed into San Diego Bay and claimed Southern California for Spain, through the present, and giving a glimpse into the future promises.

The Palace of Science reaches from ancient Peruvian surgery to the newest marvels of modern telephony; the Palace of Foods and Beverages displays and demonstrates the products and processes in creating and handling man's food and drink, the Palace of Fine Arts will house one of the finest collections of art in America; the Palace of Better Housing will show everything that has to do with home ownership and operation from attic to basement; the House of Charm is the center of style and domestic arts; the Hollywood Motion Picture Hall of Fame shows everything about motion and sound pictures; the Cafe of the World provides one an opportunity to eat around the world; the Ford Music Bowl will offer daily symphonies, musicals, chorals, band concerts and ballets. These are but a few of the Palaces, there are others equally important and attractive.

The Exposition joins education and information with fun and recreation. There is an Amusement Zone where a great variety of shows and sensations will be seen. A great program of athletic and other sports contests has been planned. The visitor to the Exposition can wander mid pleasures and palaces with never a thought of home.

Celebrates Four Centuries

The California Pacific International Exposition opened in San Diego, California, on May 29 and will continue open for 167 days. It celebrates four centuries of progress and achievement in the West, and marks a new era of prosperity. A visit to it, if thoughtfully made, will have the effect of a broad experience with cross-sections of the present day world of business, industry, government, education, home and other elements of society. It will provide experience and knowledge of vital importance to all interested in the education of youth to meet complex conditions of today.

"The sun is a'shining to welcome the day
Heigh-ho! Come to the fair!"

California School of Fine Arts

Maintained by the San Francisco Art Association

800 CHESTNUT STREET SAN FRANCISCO

Summer Session June 24 to August 2

COURSES IN FRESCO PAINTING, LITHOGRAPHY, CERAMICS, DRAWING PAINTING, DESIGN, LANDSCAPE, COSTUME DESIGN, COMMERCIAL ART AND LETTERING. Full information given by letter, telephone, or personal interview.

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The Alaskan Natives

THE Alaskan Natives, a survey of their sociological and educational status, by Anderson and Eells, an illustrated volume of 500 pages, has recently been issued by Stanford University Press. This authentic book is of first importance to anyone interested in Alaska. S. M. Croonquist is sales manager of Stanford University Press..

* * *

Quarter-Century Anniversary, U. S. C.

TO celebrate the completion of 25 years of organized graduate work at the University of Southern California, plans are being made for a three-day "Quarter-Century Anniversary" to be held during the latter part of November on the S. C. campus.

Under the general chairmanship of Dr. Rockwell D. Hunt, dean of the Graduate School, the general theme of the conferences and discussions will be "The Social Application of Academic Scholarship." Graduate departments of the university's 23 schools and colleges will take part in the program, reviewing their development from the first issuance of Recommendations for California High School Teacher's Certificates to the achievements of graduates in the fields of science and research.

Noted educators from various centers of learning over the country will take part in the celebration to further the application of academic scholarship in the field of education.

* * *

Schools and Saloons

IN commenting upon the liquor traffic and the public schools a recent issue of the California Liberator points out that thousands of schools are closed and thousands of teachers are unpaid. . . . While thousands of schools were closing their doors for lack of funds and while teachers were going unpaid, liquor stores by multiplied thousands were opened and tens of thousands of state bartenders were employed at a higher average salary than the discharged school teachers.

How many of the eligible public school pupils unable to attend classes for want of decent clothing are victims of brewers, distillers and liquor stores greed in rifling the family purse can best be estimated by recalling the fact that school attendance made instant and startling gains with the advent of prohibition and continued those gains throughout the dry regime.

WEST COAST —SCHOOL—

NATURE STUDY

Redwood Empire (Hartsook's), June 16-22 Sequoia National Park, June 30-July 6

Monterey Peninsula (Asilomar), June 23-29 Sequoia National Park, July 7-13

For information write P. VICTOR PETERSON, STATE COLLEGE, SAN JOSE

Art in Summer

LEE F. RANDOLPH, *Director*
California School of Fine Arts, San Francisco

WITH the coming of the summer months the question arises, among many students, teachers, and professional people, as to the best means of using their leisure-time in some form of study that will offer a large return in personal pleasure and profit. One of the best answers to this recurring problem is found in the study of art in one or more of its many branches.

While art is a serious study and a long and arduous climb to the high places, from the very beginning it opens a new world of enjoyment, cultivating the eye to see form and color, stimulating the mind to perceive those laws of order from which beautiful designs are born. Art knows no age or limitation and is a subject for which perhaps more people have natural ability than for any other.

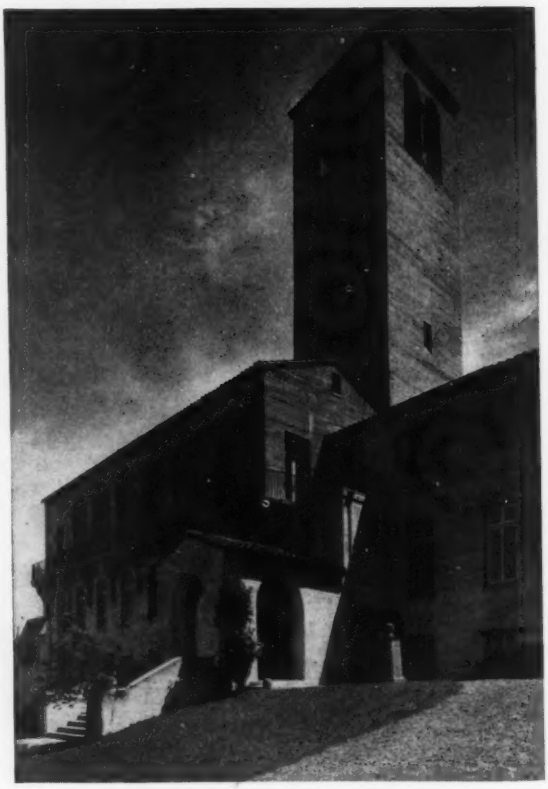
For its summer session this season (June 24 to August 2) the California School of Fine Arts is offering, in addition to the regular classes for beginning and advanced students in drawing, painting, design and commercial art, special courses in three of the most important mediums of expression before the artist today—namely: fresco painting, lithography and ceramics. The first of these, fresco, is one of the oldest forms of art expression of the human race, coming down to us through succeeding civilizations until it flowered so richly during the Renaissance in Italy. And now we have artists in California working in this same venerable medium which is, nevertheless, as fresh and young in promise of power and beauty as it was in ancient times. Fresco is particularly suitable for the decoration of modern homes and public buildings, and, if the technique is fully understood by the artist, time will enhance the beauty of his work.

The study of art has a two-fold value, first in the training of the artist to produce original works in painting, sculpture, and the applied arts, and secondly to cultivate the appreciation of art in all of its forms. Let us also not forget that it leads to a true understanding and enjoyment of the wealth of color and form in nature.

The Art School has now on exhibition in its studios and galleries, a large collection of selected works done by students during the past year. The exhibition is open every day (except Sunday) from 9 to 4 o'clock until June 15. The public is cordially invited to see the development of these coming young artists.

Art can only flourish where its spirit is cherished by the people, where there is unity of conception and purpose, and a love of beauty and order. We must have faith in our own people, and especially in our artists and an appreciation of the necessity of contemporary art.

The California School of Fine Arts, one of the oldest art schools in America, is maintained by the San Francisco Art Association and affiliated with the University of California.



California School of Fine Arts

* * *

Two Notable Ginn Books

GINN AND COMPANY have recently published Collette's "Highroad to English Literature." This survey provides the information that the high school student needs as a background for the study of English literature. Each of its eight chapters is a complete and very helpful guide to the literature of the period which it covers.

"Elements of Business Training," by Brewer, Hurlbut and Caseman, has been brought out in a new edition by Ginn and Company. The new content brings the book completely up to date in emphasis and in informational material.

There are also new exercise materials, new workbook materials and new objective tests.

The series comprises textbook, workbook Parts I and II, objective tests—four series, and a teachers manual.

College Working Students

STUDENTS who are forced to earn their way through college tend to excel in both scholastic ability and achievement those whose expenses are paid by parents, according to a survey just completed at the University of Southern California by Dr. Frank C. Touton, vice-president and director of the U. S. C. educational program.

Comparisons were made between Trojan students participating in the Federal government's program of part-time jobs for college men and women and those who were not engaged in SERA projects.

"Scholastic aptitude records were available for 268 SERA students," according to Dr. Touton. "Such data are recorded for all freshmen, but are not secured for students who enter with more than 28 units of advanced standing. Data for this group may be taken as truly representative of the records of students entering as freshmen and as university junior college students. The group of 499 non-SERA students was selected at random from the total group of non-SERA men and women."

Scholastic Aptitude Test Records

Cases Considered		Mean Score	Standard Deviation Computed from the Mean
(1) SERA	268	72.12	11.5
(2) Non-SERA	499	70.53	12.5

During the same period, a comparison of scholastic achievements of 424 SERA students reveal that as a group they surpassed by 39% of the range between the marks of C and B a group of 498 non-SERA students selected at random. The survey does not include the total of 525 students enrolled on SERA projects at U. S. C., for the total includes those enrolled in professional schools of dentistry, law, and medicine, where the practice does not hold of recording mid-year marks.

Scholastic Achievement Records

Cases Considered		Mean Score Grade-point Average	Standard Deviation Computed from the Mean
(1) SERA	424	1.62	0.64
(2) Non-SERA	498	1.23	0.77

In summarizing Dr. Touton said, "With a general knowledge of the student groups and of the conditions under which the SERA group worked, it seems reasonable to conclude that the significant difference between the scholastic performances of the two groups is not to be ac-

Important New Books

Haruko, Child of Japan **$1.12**

By Eva D. Edwards, Claremont City Schools, California.

This new forthcoming book on Japan for the third and fourth grades is an advance on any of the books so far published for children of those grades. Delightfully written, it gives a real look into the everyday life of Japanese children. The illustrations have been selected with a great deal of care.

Children of Mexico **$1.50**

By Irmagarde Richards and Elena Landazuri.

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post-revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables and other data.

The Western Nature Science Series

An interpretation for grammar school pupils of the Nature of the West

Grade 3—THE INDIANS' GARDEN ..... List **$1.00**
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Grade 4—THE PADRES' GARDEN ..... List **1.00**
By C. A. Marcy.

Grade 5—THE PIONEERS' PATHWAY ..... List **1.00**
By Mae Johnson Corwin. On trees and flowers.

Grade 6—TRAILS TODAY ..... List **1.00**
By Walling Corwin. On animals of land and sea.

The Corwin Science Series

A—THE SCIENCE OF HUMAN LIVING .. List **$1.68**
Corwin and Corwin. For 7th and 8th grades.

B—THE SCIENCE OF PLANT AND ANIMAL LIFE ..... List **1.72**
Corwin and Corwin. For 7th and 8th grades.

C—THE SCIENCE OF DISCOVERY AND INVENTION ..... List **1.80**
Corwin and Corwin. For the 9th grade.

A New Primer

Read, Make and Play, an Easy Primer.

By Louise Villinger, primary teacher, Oakland School Department. 64 pages. Illustrated with drawings in black and white by Harris-Jones. **60¢**

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counted for by the small difference in their scholastic aptitudes, but rather by the greater earnestness of purpose which prevails in the group and by the very nature of the SERA work itself, which is characterized by its truly educative, eminently worthwhile, and co-operative features."

Engaged as laboratory and research assistants and working on educational, co-operative research, health, and social welfare projects, 419 men and 157 women are now employed on a part-time basis through SERA appropriations at U. S. C. In addition, many other students obtain part-time work through the university employment bureau.

Coming Events

June 8—C. T. A. Board of Directors; regular meeting; San Francisco.

June 25-29—American Association for the Advancement of Science, Pacific Division; 19th annual meeting; Los Angeles campus of the University of California.

June 26—C. T. A. Special Train to N. E. A. Convention, Denver.

June 29-July 5—National Education Association Convention. Denver, Colorado.

July 2-August 10—Midsummer Drama Festival: the Chronicle Plays of William Shakespeare; first time in the history of the English-speaking stage. Pasadena Community Playhouse.

July 6—N. E. A. Post-Convention Trips.

July 8-August 3—Western Summer School for Workers. Third session. University of California campus, Berkeley.

August 2-3—California Society of Secondary Education; regional conference; Stanford University; A. C. Argo, director; principal, Sequoia Union High School, Redwood City.

August 10-17—World Federation of Education Associations. Biennial convention. Oxford, England.

August 26 - 31 — New Education Fellowship Conference. Mexico City.

* * *

New Magazine—Leisure

LEISURE, the magazine of a thousand diversions, is a new journal with headquarters at 683 Atlantic Avenue, Boston.

The purpose of this new magazine is to present, from a human interest angle, all the worthwhile diversions in season—to encourage persons of all ages to spend their free time in constructive, cultural and pleasurable pursuits.

A special offer is made of 15 months subscription for $1.00. Persons interested may address John A. Riley, circulation manager.

* * *

Education in Human Relations

RACHEL DAVIS-DUBOIS, executive secretary, Service Bureau for education in human relations, New York City, and lecturer in education, Teachers College, Columbia University, gives a course on education in human relations at University of California summer session, Berkeley, June 24-August 2.

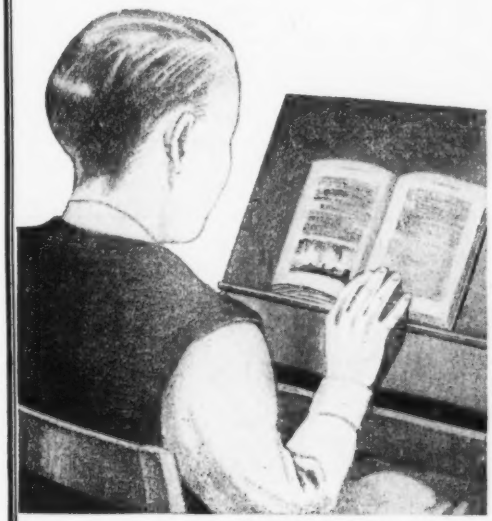
Mrs. DuBois has guided experiments of this nature in over forty public schools. Techniques of social control and methods of co-ordination which have been successfully used in developing more sympathetic attitudes among the various cultural and racial groups participating in American life, will be discussed in the light of their application to school and community situations.

This is a bad angle at which to approach

EDUCATION

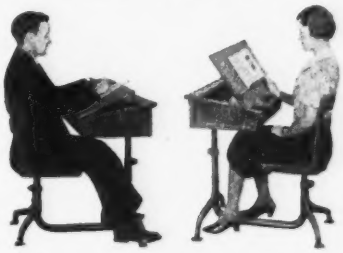
Back humped, chest flat, vital organs cramped, and eyes strained . . . no pupil can sit long in that position without endangering health. Old types of school seats which place a strain on eyes, body and mind, are not furthering the ends of modern education.





See how Ideally this lad works

He sits erect—easily, comfortably, naturally, because the movable book support enables him to read from the correct focal distance and height without bending over, looking down, or leaning forward. He works at the correct sight angle without the strain that education places upon the eyes—without the health impairment that is too often the price of education.



The American Universal BETTER SIGHT DESK
The Health Protector of America's School Children

FREE Classroom Posture Poster and Seating Booklets



We will mail for classroom use, a posture poster in colors, which encourages children to sit erect. It contains no advertising. Available also, for use by teachers and school officials, are several interesting posture and eye-protection booklets. Address Dept. **S N 6.**

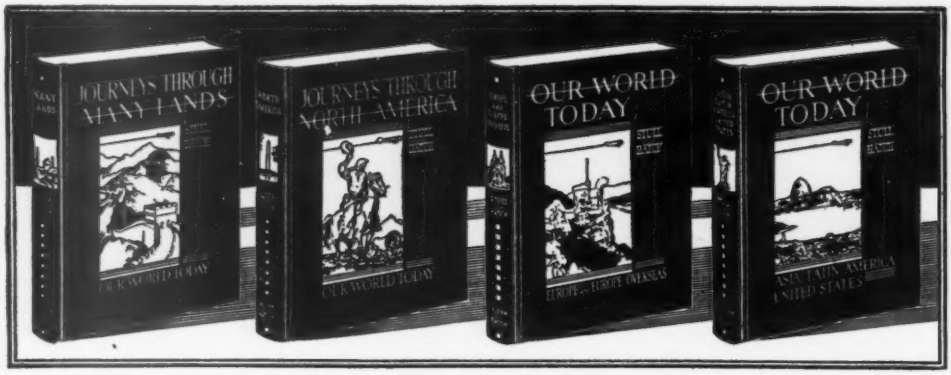
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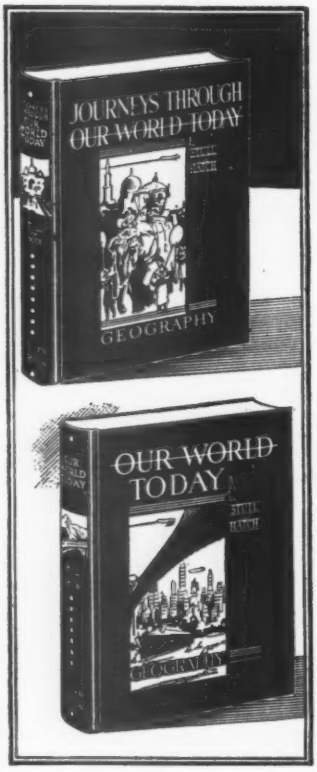
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The shape of things, their colors, lights, and shades,
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